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This project is being conducted as an effort to vary traditional patterns of library education and thus to influence and help reshape professional public library practice which must be broadened to reach the disadvantaged non-user public with a meaningful, viable library and information program. The first phase of the program consisted of the following elements: (1) a library laboratory, named High John, placed in the field in a low-income residential area; (2) formal course work in library service to the disadvantaged at the University of Maryland School of Library and Information Services; (3) a course in research which would among other things enable students to assess the approaches used in the field; and (4) a positive, aggressive effort to stimulate a dialogue within the library profession around the needs of disadvantaged persons and the adaptations which libraries must make in order to be effective. In this report the first phase is reviewed, the problems encountered are discussed, and plans for the second phase are outlined. Appendixes include course outlines and reading lists, High John monthly reports, reprints of journal articles and news releases on the project, and the report of "A Study to Determine the Attitudes of Clients Toward the High John Library," a student project for the research methods course in the School of Library and Information Sciences. (Author/JB)

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College Park, Maryland

March, 1969

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OFFICE OF EDUCATION

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I. INTRODUCTION

Background

The School of Library and Information Services at the University of Maryland became the first educational program in the country to operate its own public library facility. This project has significance as an effort to vary traditional patterns of library education and thus to influence and help reshape professional practice.

As with other public service institutions, public libraries have made their services compatible with the middle class needs, tastes and preferences of the traditional user public. Now the public library must broaden its concept of clientele by deliberately reaching the disadvantaged non-user public with a meaningful, viable library and information program. In order to do this most public libraries need some retooling and must have the support of the schools of librarianship. Manpower available to staff public libraries will not have the insights required if the curricula of schools have no relevance to the thrust of library service in disadvantaged communities. Schools must therefore adopt a complete educational process which acknowledges the library's commitment to serve more than one type of clientele and which provides academic and field experiences productive of the expertness required.

Program Components

To assist the Maryland School of Library and Information Services in its effort to address this demand in library education, the Office of Education provided a grant of $88,000 to establish a library laboratory, to provide for university instruction and to study the problems associated with library service to the disadvantaged. Prince George's County Memorial Library volunteered additional assistance and ultimately received a grant for additional library staff, books and other costs from the Division of Library Extension of the Maryland State Department of Education.

Dr. Mary Lee Bundy, Professor at the Maryland School of Library and Information Services, was designated Director of the academic and research aspects of the program. Mr. Richard D. Moses, specialist in young adult services from the Enoch Pratt Free Library, assumed responsibility for the laboratory and demonstration component, including supervision of student field experiences and development of the course in library service to the disadvantaged. The program consisted of the following elements:

- a laboratory placed in the field;
- formal course work at the University;
- a course in research which would among other things enable students to assess

the approaches used in the field;

- a positive, aggressive effort to stimulate a dialogue within the profession around the needs of disadvantaged persons and the adaptations which libraries must make in order to be effective.

II. REVIEW OF FIRST PHASE

The Library Laboratory

The core of the field experience, the laboratory library, grew out of the belief that traditional library service presents barriers to low income persons which prevents them from receiving the full benefit of the public library potential. A special effort was made to plan a library which did not replicate the middle class structure and service orientation found in most cities and towns across the country.

The library, named High John for the Negro folk hero, was developed in a small residential area located on that side of Prince George's County which borders on the northeast portion of the District of Columbia. This community has a large proportion of residents with characteristics associated with poverty: low family income, low educational level, inadequate occupational skills. The area has a high incidence of sub-standard housing, school drop-outs, unemployment and illegitimacy. It receives inadequate public services and generally does not know how to obtain these services or responses to other needs. A minority of residents are government workers, ministers, and other professional people. Some are willing to work with others and articulate their concerns for improvement. There is evidence of increasing involvement in social concerns through the local CAP program and other efforts.

In this predominantly black community the white visitor is very apt to be held at a distance. Although the outward hostility commonly found in the northern black ghettoes seems less in evidence here, there has been a certain suspicion and distrust that is not easily penetrated, especially among adults.

Establishing the library laboratory was not accomplished without an eventful history. Former progress reports have included much of that history. The pressure of time was great and the library had to become operational within a very short time. In spite of its initial pangs of growth, it is significant the High John is now an established branch. It came, it stayed and finally it belonged. It still belongs as it weathers changes in staff and sponsorship. Director of the laboratory, Richard Moses, and branch librarian, Geraldine Hall, left the project in January, 1969. Prince George's County, not the Maryland School of Library and Information Services, now operates High John as part of the county library system.

The Academic Program

The purpose of the High John Library was to provide service to a disadvantaged area as a laboratory component of an education program. This program has been flixible and is still in the process of evolving. A clear statement of the plan for library education for service to this special clientele appeared in the

Bundy-Wasserman article, "A Departure in Library Education." Accordingly, the formal educational program consisted of the following:

> A Seminar In Library Service To The Disadvantaged. This course is being especially developed by the laboratory director in close collaboration with other faculty members in the School. It is planned to include contributions and lectures from other appropriate faculty members of the University including those from the Schools of Social Work and the Departments of Sociology and Psychology. The course content consists of presenting the background and the social theory relating to the groups to be served, prior developments and library services as practiced with the disadvantaged, and actual field experience in the work of the project.
>
> A Research Methods Seminar in which the students are to be introduced to research approaches and techniques viable in the social sciences and applicable to the range of problems inherent in conducting analysis of efforts with deprived constituencies. As part of this seminar, each student will design an independent research project closely related to the program and objectives of the demonstration project.
>
> Independent Study, a seminar organized so that each student will have a formal opportunity to pursue his research topic and develop it into a fully drawn research report under faculty supervision.*

The fall semester, 1967, saw the initiation of the first course in the educational program sequence, Library Service to the Disadvantaged. Mr. Moses developed and taught the course. Eleven enrolled. In addition to the usual academic approaches, the course included field work in the laboratory library and special action projects. These projects provided the special activities for the library: elementary and pre-school story hours, a teen club, the establishment of a special information clearinghouse service, intensive work in the area of consumer education, a close examination of the library's circulation system (a somewhat innovational one), and a unique "teaser" project to stimulate circulation. Each student worked one half day at High John during which time he was responsible for the implementation of his share of the program, either work with a very lively group of young people or out-reach to the adult community. It was planned that the laboratory experiences would be realistic. They were.

During the fall semester, High John was in its infancy and the problems associated with its operation were many. Consequently, students spent more than their four hours per week at High John and in many cases contributed a substantial amount of effort, energy and imigination to the task of "shaking down" this new service installation. The level of involvement of these eleven students was such that the entire student body became very much aware of the High John Project. Faculty and students discussed the professional and educational issues brought to the surface by High John. The purpose of the Project was not universally clear either to those involved or to observers. If there was some lack of clarity about ultimate goals, there was no lack of controversy about specific approaches to specific problems. One of the great strengths of the project was the freedom to question. For those enrolled, the course, Library Service To The Disadvantaged, dealt with these issues and in addition provided the opportunity to explore the differences in library and social philosophies espoused by students of varying experiences and backgrounds.

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*Bundy, Mary Lee and Paul Wasserman, "A Departure in Library Education." Journal of Education for Librarianship. Fall, 1967, p. 128.

The difficulty of developing a new course such as this is described thus in one of the progress reports:

> ... It was an eventful semester, filled with mistakes, misjudgments, misunderstanding and a great deal of learning, as much or more on the side of the administrators and teachers, than that of the students. The course was designed on the assumption that (1) students would have picked up through experience or training the fundaments of Public Library Service, and (2) students would have had some sort of first hand experience with ghetto inhabitants. Both were wrong assumptions; neither turned out to obtain.
>
> As a result...it was decided to restructure the (course) with an eye more toward filling in the fundamental gaps, more adequate preparation for the laboratory work, more communication between students and faculty in general...
>
> It must not be said, however, that the fall term classroom experience was in any way to be written off. It was, of course, an experiment and as such was automatically profitable to those involved in its difficulties. There was no shortage of heated debate, controversy - even bruised feelings - as the semester took its course, issues arose and were attacked.*

Seven students elected the course for the spring semester, 1968. Since the laboratory branch had begun to stablize, the students moved into the Project with more ease and effectiveness. As suggested, course content varied considerably from that of the first semester. Since it had become clear that the students knew very little about the inner workings of public libraries, more time was spent in orientation about public library work. In responding to this need of students, the course did not provide adequate opportunities for understanding the needs of the client population and for exploring the various methods by which librarians could help to meet these needs. Students and staff began to believe that the content needed required two courses instead of one.

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*Progress Report 12/15/67 - 3/15/68, April 17, 1968, p.5.

The second course planned for the full poverty sequence, Research Mehtods, was offered by Dr. Bundy. This course was open to other students in the School. Of the nine students who enrolled, three were in the "poverty" program. The first half of this course was devoted entirely to introducing and developing understanding of basic concepts, approaches and methods of research. In the second portion of the course, the students were expected to design the research project they would undertake as part of the entire educational sequence. Two student research projects were conducted over the summer session under a course entitled Independent Study and Research. A report of one of these studies appears as Appendix D. The other report is more appropriate for internal planning and administration.

The research topics developed dealt with specific aspects of this program--its inception, growth and development as an experimental project; the attitudes of the clientele toward the library; and the learning experience provided for the students. In planning their projects, students had the benefit of advice from outside experts including Mr. Jonathan Freedman (Syracuse University, School of Social Work); Dr. Isabelle Segal; Dr. Jennie McIntrye (University of Maryland, Department of Sociology); Dr. Jerry Kidd and Dr. Paul Wasserman (School of Library and Information Services). It should be noted that, while these studies contributed understanding regarding aspects of the High John program, they were primarily intended as learning devices for the students.

During the spring and summer the program was reviewed by staff and consultants. It was decided to discontinue the course in research as a requirement for this program and to strengthen the social science content in Library Services To The Disadvantaged.

During the summer an effort was made to locate a person to assume responsibility for the academic program as Dr. Bundy planned to disengage at the conclusion of Phase I. Late in August the program engaged Annit T. Reid as a consultant. Mrs. Reid has a social science background and experience in education, poverty and civil rights. Her primary function during the fall was to coordinate with Moses in conducting the course Library Service To The Disadvantaged and study the total educational and research potential of the High John experience.

The fall of 1968 brought the third semester of the program. The course acquired a little more structure and began to provide more exposure to findings of social science: consideration of the characteristics of deprived populations; causes and effects of poverty; psychosocial effects of deprivation and alienation and the social and cultural factors which insulate and isolate Negroes, Mexican Americans and other ethnic minorities. Content also included discussion of current efforts to formulate national social goals and programs of intervention.

Thirteen students enrolled in the fall. Partly in response to student request and partly as a result of some previous over involvement with High John, during the fall students were not assigned a regular tour of duty at the laboratory but related to High John as an functioning branch in which they would make some special contribution. This special activity had to be justified in terms of client needs. Toward the end of this semester students reversed their position and suggested that a regular tour would have been better. It appeared that this time the pendulum had swung too far. Students may have had a greater academic exposure to social science insights, poverty issues and methods of studying communities, but they unanimously agreed (Reid and Moses concurring) that they would have benefited from greater immersion in the problems of practice while they were under protective tutelage of the School.

The Students

Since support for the project came very late in the 1966-67 academic year, distribution of announcements was almost too late to reach students who might have been interested in the program. In spite of this, a number of students appeared to have come to Maryland specifically to participate in this program and some delayed their graduation in order to be included in the Project. Altogether, thirty-two students have had some involvement in the Project. During Phase II, an effort will be made to appraise the educational value of the Project for these students.

Two graduate assistants, Kay Ecelbarger and Monteria Hightower, displayed a level of professional attainment and client effectiveness sufficient to invite inquiries as to their availability upon graduation. A more in-depth reporting of student participation and accomplishments will be made in the Final Report.

Dissemination Activities

One of the objectives of this effort was to keep the profession informed about its progress. The purpose here was to use High John project to whet the intellectual and programmatic appetites of those in education and practice who might influence public libraries to provide for the disadvantaged quality and pertinence of service. There was also the hope that the difficulities, and perhaps the successes, which Maryland might achieve could lead to the formulation of a body of researchable hypotheses.

Interest in High John has been high. The most obvious group was composed of those who visited High John to find answers. Others who appreciated more the process of adaptation and exploration, exchanged ideas with High John staff and obtained some insights for their own efforts. Not all who have visited High John have been able to differentiate between the process which establishes a branch as an operating service agency and the process which seeks to innovate. The professional literature has not always been overly helpful in sorting these issues. However, it has been encouraging that this small, almost traditional library has not been ignored. The literature has focussed attention on the attitudes within the profession toward adaptation, change and social involvement in the humanistic goals of the broader society.

Typical dissemination activities follow:

1. Press release #101 dated June 26, 1967, sent to major public libraries, all library journals, all library schools, miscellaneous sources for support and interest.

2. Article by Mary Lee Bundy and Paul Wasserman, "A Departure in Library Education," Journal of Education for Librarianship, Fall, 1967.

3. Short paragraph in VISTA Volunteer Information Service, August 15, 1967.

4. Short Article in Washington Post, Sunday, August 6, 1967, "Maryland U. Library Plans Outlet for Poor."

5. Small paragraph in San Francisco Chronical, Friday, August 4, 1967, "Librarian for Poor."

6. Piece in Baltimore Sun, August 2, 1967, "U. of M. Offers Slum Training for Librarians."

7. Article in Baltimore Evening Sun (Date not available) "U. M. Plans New Library Service."

8. Press release #101 reprinted in Mississippi Library News, September 1967, and Odds and Bookends (Nassau County Library Association, New York State).

9. Press release #104 sent to all local and county radio, television and newspaper outlets, in addition to all community schools, churches, leaders, service clubs, etc.

10. Article in Washington Post, Thursday, October 19, 1967, Prince George's to Try New Kind of Library," relevant pictures appeared Tuesday, October 24, 1967.

11. Additional coverage by University of Maryland Diamondback and Prince George's County Memorial Library Newsletter on continuing basis.

12. Participation by Mr. Moses in a Conference on "Serving the Unserved" held in Milwaukee and sponsored by the Milwaukee Public Library, the University of Wisconsin Library School, The University of Wisconsin, Milwaukee Library School, and the State Library Extension Division of Wisconsin.

Mr. Moses addressed the group on "Training Librarians to Serve the Unserved," and in addition acted as conference summarizer.

13. "Jottings from High John" by Richard Moses, D. C. Libraries, Winter, 1968.

14. Informal consultation with visitors; answers to inquiries from the field and library schools interested in beginning a similar program.

15. High John Says. High John Library Newsletter.

16. Moon, Eric,"High John", Library Journal, January 15, 1968.

17. Dunhill, Priscilla, "Dust Gathers on the Public Library," The Reporter, June 13, 1968, pp. 34-36. (refers to the "High John" project).

18. Geller, Evelyn, "Think Session at High John," Library Journal, September 1, 1968, p. 2963-71.

19. Gregory, William E. "Kill High John," a letter in Library Journal, November 1, 1968, p. 4073.

20. Broadfoot, Winston, "Ghetto Nonthink," a letter in Library Journal, November 1, 1968, p. 4073.

21. Kriss, Susanne, "High John Defense," a letter in Library Journal, December 15, 1968, p. 4593.

III. PROBLEMS

Problems encountered in operating the High John Library are interesting not because they are unusual but because they have been so typically reflective of the state of the art of public librarianship and of the social problems of the times.

Staffing

The staff provided to operate the library was not in any way reflective of the needs of the community. This particular neighborhood has typically many little children, many young adults. Also typical for poor black communities is the deficiency of every type of service. Except for activities within the usual school curriculum, facilities and programs for education or recreation are practically non-existent. Consequently, when a cheerful, friendly building opened, it was flooded. Neither in numbers nor in experience was the staff prepared to cope with the intensity of need--need for recreation, for physical activity, for self expression, for recognition, for acceptance, for contact with adults who have time and pay attention. Thus, from the very beginning, the Project was handicapped by the inability of the profession to plan realistically for service in disadvantaged areas. But of course, this is what the Maryland School set about to learn.

Project staff was competent and commited. Mr. Moses plunged into the project on July 1, 1967. Miss Geraldine Hall of the Enoch Pratt Free Library joined the project in mid-July. Preparing the physical plant absorbed the entire summer. Finishing off and ordering books, equipment, etc. took a little longer, but the library opened in record time in October 1967.

Once the library was opened to the public, Mr. Moses devoted at least two thirds of his time to the development of the academic-laboratory program of instruction. Without lead time for study and for the planning of the formal course work and without a built-in resource from the behavioral sciences, he had to put forth great effort to bring to the students appropriate materials and experiences. An additional encumbrance was the lack of clarity about instructional approaches which an understanding of the psycho-social phenomena which librarians must have if they are to be effective in providing service to the poor, to the blacks, to any population other than the current typical user. Beyond this, Mr. Moses was expected to stretch his talent into a coordinated relationship with instruction in research. Simultaneously, as adult library specialist it was encumbent upon him to reach out into the community and make connections with the suspicious, waiting, doubting adult world. This combination of responsibilities was clearly unrealistic.

With Mr. Moses responsible for the development of a new course, High John staff consisted of only one full-time professional librarian, Geraldine Hall. Miss Hall, a children's library specialist was responsible for most of the problems of management which are exceedingly great in the initial stages of any service. Students literally staffed High John, requiring constant supervision. After eighteen months, Miss Hall left the project, ironically to get back into children's work. Had there been someone to assume responsibility for the managerial functions e.g. dealing with change in landlords, leasing vehicles, obtaining insurance, Mr. Moses and Miss Hall could have made substantial contributions in the areas for which they were uniquely qualified - young adult activities and children's work. Fortunately this talent was not lost. It was used to influence students as had been planned. The Project underscores the point that if talented persons are to provide instruction which includes creating laboratory environments for learning, they must have planning time and be relieved of the pressures associated with routine, non-innovative administrative and management procedures, e.g. negotiating with the gas company.

As time went on, some of the managerial responsibilities were parceled out to students. Staff was ambivalent about this practice, recognizing on the one hand that innovative, responsive service is facilitated or impeded by administrative and managerial policy and also recognizing that once a practice becomes routine, its value for a student diminishes, particularly when the amount of student time spent in the library is necessarily limited. Here, again, was an instructional problem which perhaps unfairly rested on the shoulders of Moses and Hall. What is the appropriate balance in laboratory between executing routine operations, i.e., acting out operations with known or fairly predictable outcomes, and engaging in activities which may lead to genuine discovery? The question has not been dealt with easily by experienced educators in such fields as teacher education, social work education, and perhaps even in the hard sciences. There is need for library education to employ many varying laboratory models.

The Continuing Problem of Race

As the profession and library education engages in the self-appraisal required for trying new directions, the question of race and ethnic representation within the profession will shriek in sharper and sharper tones. Underpresentation of Negroes, Mexicans, Puerto Ricans, and American Indians may for the moment appear as only an issue in democracy. However, if public libraries should become deeply involved in serving these groups, the profession will discover that the more serious they become about this commitment, the more necessary it will be for blacks and other ethnic groups to assume staff and leadership roles. Here again, schools of library education will either obstruct or facilitate.

The directors had hoped to attract at least one Negro student as a graduate assistant on the project. One Negro student did come from California, specifically because of the program, Monteria Hightower. Miss Hightower entered SLIS in September, 1967, and became a graduate assistant at High John during the spring of 1968. During the summer of 1968, a library aide, Willie Lovett, was persuaded to leave his county bookmobile and work at High John. Mr. Lovette had become interested in the video activities at High John and added strength to the young adult program. A resident of the community and actively involved in High John from the beginning, Mrs. Evelyn Parker became the third Negro on the staff, serving as community relations director.

The participation of one black student and two black aides did not fulfill the need for black leadership in serving that community. Without belaboring the point some of the difficulties encountered in relating to the black clients, particularly to the adults and to the professional and para-professional black workers in that area were the result of intuitive or experiential deficiencies associated with our separatist pattern of living. Eventually, library education will have to confront the experiential deficiencies associated with white (and black) affluence. Social innocence in this area combined with inter-racial encounter caused students to stagger from "culture shock." Some became drained of their psychic coping resources after one semester; others lasted through two. Even in the classroom the constant bombardment of social science data related to problems of Negroes, Mexicans, Puerto Ricans, American Indians, and poor whites proved to be too much. "How much do we have to have of this?" pleaded one student who could not cope with the guilt, threat and anxiety aroused by sheer data. How much greater is the strain when such "data" became embodied in a real person with a first and last name and eyes that meet yours.

In response to the uneasiness on race, during the fall semester two class sessions, three hours, were devoted to exploring personal prejudices, guilt and anxiety of class members. Anne Reid, a Negro, Gerri Hall and Dick Moses entered into a very open discussion on inter-racial encounter and prejudice. It was clear that more time for such exploration is required as part of this educational program. Students said that these hours were more valuable than all of the others put together.

Conceptual Differences

Some library conversation and correspondence has dwelt at length on controversy within the project. There was not total agreement among the principals: Wasserman, Bundy and Moses--a delightful opportunity for students. There was not enough dialogue on the points of difference - an opportunity missed. Moses seemed to be of moderate orientation with a radical stance. Wasserman on the other hand was more inclined to take a moderate, perhaps conservative stance while holding a philosophy of library to the left of the Moses view. The climate was great for students, some say in retrospect, although they of course complained. Remarked one ex-High John-er, "In spite of (everything) no group of students will ever learn as much as we did."

Theoretically, without conceptual differences, a laboratory would be an anachronism since one does not need to explore that which has bben settled for all time. To begin with the program as planned and as implemented was moderate in all of its elements. Neither the educational format nor High John as a library are vast departures from tradition. But more important on the truly significant issues the principals were in complete agreement: libraries must serve the disadvantaged by addressing problems which maintain the status of disadvantageness; to do this requires substantial changes in library services, in educational programs which support them and in the personal attitudes of librarians to blacks, the poor and other persons unlike typical middle class users. Perhaps in time the really significant differences in point-of-view will become clearer. Such differences will center around the controversy between those educational and service systems which seek to make all adaptations needed to serve the disadvantaged and those education and service systems which are indifferent. Thus while it appears that the controversy of the moment was within the Maryland Project, Maryland's experience may have a catalytic effect in bringing to the surface latent differences about the current mission of public libraries.

At the operational level there were many diverse opinions relating to how libraries effectively serve disadvantaged persons. The project was justified on the basis that libraries are on the whole ineffective and too frequently indifferent. It is unfortunate that the withdrawal of federal support aborts this exploration into the how questions of library service to the disadvantaged.

The Educational Program

The essential difficulties encountered in developing the educational relate to the state of the art in two fields: library service and education. As suggested, it is most unclear how public libraries should go about providing effective service to special clients. Thus, the base line for the educational program is missing. The Maryland school continues to make the explorations needed to answer the question: When librarians are being effective with disadvantaged clients, what are they doing? The answer to the question will provide the specific behavorial objectives of the educational program.

The second difficulty is the matter of instruction. If one could decide upon behavioral objectives, what is the instructional program that will lead to these objectives? How much does the exercise involve extinguishing previously learned undesirable behavior, counter-acting inappropriate models, negotiating with library environments to provide opportunities for students to try out and test appropriate behavior? In order for the Project to make a long-term contribution to library education, Phase II will attempt to deal with these educational problems more consciously.

IV. PLANS FOR THE SECOND PHASE

The Educational Program

Specific objectives for the next phase are:

strengthening of the recently initiated course by greater use of insights from the behavioral sciences;

better integration between field work and course content;

better planned student field investigations;

articulation of this sequence with pertinent professional courses;

phasing in of systematic study at faculty level.

During the second phase, the education program will be strengthened and refined. The course Library Service to the Disadvantaged will continue to have a heavy emphasis on behavioral science insights. During the Fall semester, 1968, several professional librarians enrolled in the course. Should there be continued interest in the course by librarians in practice, consideration will be given to fashioning programs designed for these persons, since such a program may vary from that appropriate for participants without practical library experience.

During the spring of 1969, members of the faculty and consultants will be involved in a review of the course to suggest changes which will enrich content and to assure that there is appropriate articulation with other professional course offerings.

For the present the educational sequence consists of courses totaling six to nine academic hours. This sequence constitutes a minor in the school's Master's degree program and provided a strong element of preparation for individuals with an orientation toward the analysis of pragmatic concerns of library work with the poor. Students may also make a selection from courses outside the school in other departments in the University from such fields as economics, sociology, and social work.

The School will bring to the campus other persons engaged in programs of information reception, dissemination and exchange with the disadvantaged. Students will be urged to investigate this type of activity under the auspices of governments, community action agencies, or other neighborhood outposts established to reduce alienation and provide direct assistance to the poor and ethnic minorities.

The field effort of the educational program will shift from activities required to establish a facility and a base service to a concentrated effort to coordinate academic work with innovative practice and research. Laboratory experiences will test insights gained in the academic course work. Course work, in turn, will be determined by needs of the field, as these needs are discovered.

As originally planned, the research effort will be increased during the second phase. It will include appraisal of the educational program research which assists students in appraising the effectiveness of their projects and research which addresses basic issues in service to the disadvantaged. Now that the laboratory has become established as a fledgling branch, its activities have become stabilized enough to provide a predictable base of service. During the second phase the laboratory staff will emphasize planning and implementing field exploration programs with specifically designated objectives. These objectives will for the most part be framed in terms of client development but staff will also critique organizational and procedural practices which may discourage participation.

It is anticipated that student field work will benefit from other organizational changes. Prince George's County will assume financial and administrative responsibility for branch operations. A branch librarian will be phased in the library early in the year, thereby releasing the library specialists for program development in areas in which they have special interest and talent. The availability of this collective experience for the program is an asset because several of the student proposals fall within their area of expertness. Examples of contemplated field work are:

> use of the story-telling hour to enhance self-concept: an effort in limited intervention with pre-school children;
>
> a library-parent venture in creating a program of high stimulus impact to prepare pre-school children for reading;
>
> recruiting for measles innoculation by locally produced video tapes;
>
> exploration of the dissemination of selective information technique for a target sub-group;
>
> compilation of homegrown prose and rhyme for the library collection to be used as an adjunct to a one-to-one adult literacy effort.

Project evaluation is of major importance not only for appraising the educational program but for making available to the profession benefits which may be obtained by the collaboration of public libraries and library schools. A consultant will assist in project evaluation using the objectives formulated by the school.

The evaluation design will include a statement of evaluation criteria and measures and shall be reviewed by the project advisory committee. Data collection and analysis will be undertaken by a graduate research assistant. Evaluation will thus be executed by persons not associated with the project.

In addition to this evaluation the faculty will appraise the educational program to make a determination about its future.

Given the wide range of research possibilities created by the laboratory, there is a serious imbalance between the opportunities for research and the resources available to exploit the research potential. Budgetary and schedule constraints limit the extent of in-depth study which can be accomplished. However, investigations will be made in several important areas. Research will be directed toward the production of technical papers which describe a problem area, develop and present theoretical considerations which bear upon it and suggest paths of innovation and investigation which may lead to solutions. Several subject areas should be explored in this manner before a program of systematic research is launched in depth. Topics which have a clear relationship to library service in disadvantaged areas and which fall into this category are:

> communication networks in deprived communities;
>
> cultural differences related to tastes and preferences;
>
> use of ordinary and common technical information and vertical mobility in very poor communities;
>
> alienation and the affective aspects of communication with out-groups, alienation and the rejection of technical information;
>
> limited interactions as intervening mechanisms for strengthening self-concept in children;
>
> critical indicators of demographic changes.

This approach to research is proposed because it will take fullest advantage of the laboratory and its location; it will provide time for the investigator to make limited explorations in order to develop hypotheses pertaining to the interfaces between public library service and the disadvantaged community; breadth of scope will be more likely to strike responsive notes within the profession so that other centers of library research will be encouraged to move into this subject area; the approach could yield brief theoretical notes written to attract the interest of investigators in other disciplines; and the approach has more immediate value for education and the state of the art than limited in-depth study of a very specialized area.

Scheduling

An aggressive program of recruitment will be undertaken to fill the student positions included in the budget. Three library internships became available on February 1, 1969, to provide support for one half-time field investigation at the library and one half-time academic study in related courses. In addition, there are two assistantships for graduate students interested in the behavioral science research potential of the project.

On January 1, 1969, Prince George's County assumed complete financial and administrative responsibility for branch services. Mrs. Eunice Tertell is branch director. The other position should be filled soon. The Director of Prince George's County Memorial Library and the Project Director will collaborate on the program and assisting staff and students during this transition period. Student and faculty field investigations will be reviewed to prevent discontinuities and interruptions in services to the community. Collaboration between the Project Director and the County Library will maintain sensitivity to the library needs of the community and will, at the same time, keep the library environment open for innovation and research. During the year, officials of the County and the School will formulate plans to provide for continuing field experiences for students.

Several persons are now being considered as consultants for project research. Data collection procedures now in use will be assessed, revised and expanded according to study requirements. There will be an improvement in the mechanics of gathering pertinent library statistics at High John. In order that some consideration may be given to placement and early on-the-job experiences for the graduates, the contractual agreement must provide for use of consultants under this grant through May 30, 1970. A final report on assessment will be submitted to the Office of Education on or before June 30, 1970.

The final project report will include an appraisal of the effort by the project staff and an assessment of the student field investigations. This report will be submitted on or before March 30, 1970.

Selection of Students

Course L270, Library Services to the Disadvantaged, is open to all students enrolled in the Master's degree program in the School of Library and Information Services at the University of Maryland. Members of the profession in practice may also enroll for this course. Auditing is discouraged. In the selection of students for advanced work in this sequence such factors as motivation, psychological maturity and academic record will be considered. A number of students are indicating strong interest in the laboratory, in the academic work and in the commitment of public libraries to serve deprived sectors. Several are taking the academic course because they believe that its approach to designing programs for the many segments of its clientele affords the possibility of richer public library service.

Placement of Students

It is probable that some of the potential value of this program will be lost unless the School takes formal cognizance of the difficulty which new professionals will have in those public library settings which rigidly resist change. The School will therefore make available to administrators and directors of public libraries, information about program participants who are prepared and wish to work in locations with a high incidence of poverty or alienation. In this way, library administrators who have a special interest in the orientation and experience offered by this program will have access to the potential of its graduates. Therefore, the Dean of the School will designate a faculty committee which will study this problem and make recommendations for a placement program.

Use of Findings

The principal contribution of this effort will be to provide assessments of the effectiveness of this library education program in preparing individuals for practice and research. Such intelligence will aid library educators to consider modifications of their course offerings, changes in their research training and use of the field laboratory as a device for relating the academic world to the world of practice. Publications, workshops and seminars during and at the end of the program should alert library educators to the experiment and spread the results of the experience immediately and widely. During the fall of 1969, planning will begin for an invitational conference which will be held in the spring of 1970.

The project will also produce graduates for the field who will have had experience in the area of service to the disadvantaged.

The program may also serve to recruit librarians who will pursue further study at the doctoral level, for it will place a high value on the research which is so pertinent to a profession standing in need of adapting to modern-day requirements. Student projects will generate findings germane to the needs of educators and practitioners concerned with these issues.

Personnel

(Vitae Attached)

In September, 1968, Mrs. Annie T. Reid became available to the project as a consultant. Mrs. Reid is a sociologist and specialist in education, with experience in social science research, civil rights, and poverty program development. She will be the principal investigator during the next phase of the project. For the first time, the project will benefit from a person on the staff with full-time commitment to project direction.

With a County librarian assuming responsibility for branch operations, specialists will be released from preoccupation with problems of management. This will make available to the library program a greater measure of experiences gained from working in poverty programs. It was originally planned that Mr. Moses, with the assistance of Mr. Lovette, Library Aide, would conduct explorations with uses of media, initiating his own program and enriching staff and student program implementation by more refined and creative uses of library materials. Since he is no longer with the project, some adjustment will have to be made. Funds are available for a replacement. At the same time, he will be a consultant to young adult program and to the formal academic program at the School. Mrs. Elizabeth Abolin, Coordinator of Adult Services, Prince George's County Memorial Library, will work with the Project Director in coordinating library and education activities.

Three library internships will be established to support advanced students with talent and interests pertinent to serving the disadvantaged. These internships will permit students to pursue an educational program combining formal course work and research or program implementation. Several students presently qualify. Graduate students from the social sciences will be recruited for the research assistantships.

The Advisory Committee

In order to provide counsel to the Project Director in the pursuit of the research and educational elements of the program, an Advisory Committee is being formed and will consist of individuals who bring particular backgrounds and expertise to such assignment. The Chairman of the Advisory Committee will be Paul Wasserman, Dean of the University of Maryland School of Library and Information Services. Members of the Committee who have accepted the invitation to serve are the following: Dr. Mary Lee Bundy, Professor in the University of Maryland School of Library and Information Services and former Director of the project during its first stage; John Axam, Director, Reader Development, Free Library of Philadelphia; Milton S. Byam, Chairman, Department of Library Science, St. John's University, former Associate Director of the Brooklyn Public Library; Meredith Bloss, librarian, New Haven Public Library, a public librarian who has pioneered in innovative public library service to disadvantaged members of the community; Mrs. Bonnie Johns, Director, United Communities Against Poverty, CAA for a geographic area including Fairmount Heights; Miss Evelyn Levy, Director, Enoch Pratt Free Library, Community Action Program; Dr. Jennie McIntyre, Assistant Professor, Department of Sociology and Anthropology, University of Maryland; Dr. Daniel Thursz, Dean of the University of Maryland School of Social Work.

ANNIE T. REID

EDUCATION:

B.S. - 1943 - Simmons College, Boston. Major: biological sciences.
Minor: sociology.

M.A. - 1944 - Boston University. Major: sociology.
Elective: Psychology.

1944-1947: Study at Harvard's Department of Social Relations: urban sociology, ethnic relations, seminars in culture, institutions, personality. Passed preliminary examination for Ph. D. in 1949; could not continue study.

1945 (Summer): Statistics and field work at Columbia University Bureau for Research in the School Sciences.

1950: Courses in professional education at Howard.

1956: National Science Foundation Fellow at Howard.

1958-1961: Courses at George Washington in counseling psychology with special interest in the group process as a counseling technique and in occupational choices of young teenagers. Courses in school administration at George Washington and D.C. Teachers College.

EXPERIENCE:

1968 - Present

Associate Professor, Department of Education, Bowie State College, Bowie, Maryland. Responsible for development of pre-practicum laboratory experiences in teacher education.

Consultant to University of Maryland School of Library and Information Services. Experimental Program in Library Education for work with a specialized clientele.

Consultant to the United States Commission of Civil Rights, Research Division, Program of Mexican American Studies in Education.

1966 - 1968

Deputy Director, Research Division, United States Commission on Civil Rights. Special assignment: to work closely with other public and private agencies so that their research designs and data collection activities might yield information and knowledge required for the continued progress of minorities; to generate interest in and encourage

EXPERIENCE (cont.)

the development of techniques required for using research findings to affect social processes and public policy. Involved in the formulation and direction of the Agency's clearinghouse program.

1966

Assistant Director, Special Study undertaken by the U.S. Commission on Civil Rights to determine the growth, extent and effects of racial isolation in the schools. Responsible for in depth study of schools in six cities and assisted in the preparation of the two-volume report *Racial Isolation in the Public Schools*.

1964 - 1966

Counseling Supervisor, Deputy Director, Director, Manpower Programs, United Planning Organization, Washington, D.C. Phased out E and D youth center and phased in comprehensive manpower program with seven in-house components and contracts for an exploratory information system, three specialized rehabilitation linkages and an OIC planning group. Did the initial staffing of 134 persons: nearly 20% were persons in newly conceived and structured non-professional roles, approximately 10% were known to have committed serious offenses at the time of employment. Became the Director, responsible for implementation of programs under grants of some $4,000,000. With directors of various program components modified traditional counseling approaches to provide maximum use of programmatic support as opposed to "face-to-face help"; maximum therapeutic value from involvement of the client in community action; change in role of counselor from "helper" to a blending of "therapist advocate-change agent"

1964 - 1966

Visiting lecturer at D. C. Teachers College, Developmental Aspects in Educational Psychology.

1963 - 1964

Director Student Activities, Bowie State College, Bowie, Maryland. Guided students in planning and budgeting for all social and student organization activities, in broadening the base of the student activity program, particularly to encourage greater responsibility of students in self direction and decision making. Worked closely with faculty in initiating activities to upgrade the cultural exposure of student body. Initiated changes in personnel program for transition from teachers college to liberal arts program by intensifying vocational counselling; collecting, organizing and distributing occupational information.

1962 & 1963 (Summer)

Principal in Washington D. C. summer school program for pupils having problems with academic achievement. Pupils enrolling were low to high-average I.Q. educationally retarded, language

	handicapped children of foreign families, and "behavior problems."
1962 - 1963	Counselor in Washington D. C. Schools. Visited over 60 families in the special drop-out program of President Kennedy and made recommendations on program for returning students. All families were severe deprivation families living just east of Capitol Hill. Counselor at health school for severely handicapped children in school and on visiting instruction. Administered a modified testing program; worked with Vocational Rehabilitation and other agencies on placement; planned case conferences as needed with medical specialists, psychiatrists, social workers and other school personnel. Assisted teachers with classroom problems and scheduled consultative services for them. Visited homebound pupils with teachers to evaluate program and make recommendations. Coordinated efforts of classroom teachers with school nurse, dietician, occupational and physical therapists.
1962 (Consultant)	Workshop for teaching health and family life education in high deprivation areas, Teachers College, Washington, D.C.
1960 (Summer)	Research Assistant to Dr. Hylan Lewis, Director of field study of Child Rearing Practices of Low Income Families.
1956 - 1962	Classroom teacher, Washington, D.C. Schools. All assignments in high deprivation areas. Participated in pilot program to teach family life education in junior high school, taught demonstration lessons in this subject and developed first curriculum guide for general use in this school system. Citation in 1961 for outstanding teaching by Washington Academy of Sciences. Taught during summer in special computation laboratories.

PROFESSIONAL ORGANIZATIONS:

Member: American Sociological Association
American Academy of Political and Social Sciences
National Association for Community Development
American Educational Research Association
Center for the Study of Democratic Institutions

1965 - 1966	Member, Three-Man Commission to Evaluate Employment Counselling in Private Agencies for the National Vocational Guidance Association.

1965 - 1966	Member, Advisory Committee of Youth Operations Division, United States Employment Service, Subcommittee on Research.
1965 - 1966	Member, Advisory Committee of Work Training and Occupation Center, Washington, D. C.
1965 - 1966	Member, Board of Directors, National Personnel and Guidance Association of the National Capital Area.
1968	Member, Community Advisory Board, Central Cardozo Community Development and Services, Inc. Subcommittees on Youth Programs and Neighborhood Information Services.

APPENDIX A

Course Materials

SCHOOL OF LIBRARY AND INFORMATION SERVICES
University of Maryland
College Park, Maryland
20740

L270: LIBRARY SERVICE TO THE DISADVANTAGED - Course Outline, Fall 1967

Instructor: Moses

It is the aim of this course to present in an organized, systematic manner a solid foundation of background and up-to-date knowledge of the problems and progress of the Public Library in its relationship to the disadvantaged person and the community where he lives. The course, including its requisite field work in the School's Laboratory Library, will function to prepare the graduating librarian to meet with confidence and imagination the uncertain situations facing so many of the nation's urban public libraries today.

The course content will consist of:

I. Backgrounds of poverty
  - a brief look at the history and changing nature of poverty in the U.S., some of its causes, results, etc.

II. Historical backgrounds of the Public Library in relation to the problem of poverty, particularly as it affects library use
  - the role the library has played throughout its own history in its approach to the problem; successes and failures

III. Today's public library as it looks at the problem of the non-user, especially the disadvantaged non-user.
  - the nature of its approach/image, adequacies and inadequacies
  - the potential of the library in meeting the problem
  - implementation of the potential
  - an examination of some currently active library "poverty" programs

The approach will combine class discussion and readings with field experience in the School's Laboratory Library.* Outside lectures in such areas as the sociology of poverty will be scheduled and at least one field trip is planned. The student's individual project will be such as to provide an opportunity to design, develop, operate and evaluate a special program.

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* The course is part of an experiment in library education being funded by the U.S. Office of Education. The laboratory library known as "High John Library" is located in Prince George's County.

SCHOOL OF LIBRARY AND INFORMATION SERVICES
UNIVERSITY OF MARYLAND

L270 LIBRARY SERVICE TO THE "DISADVANTAGED" - Course Outline, Spring 1968

Instructor: Moses

This course should provide the student with a foundation of theory, principle and practical experience in relating the Public Library to the non-library-using community, particularly the so-called "disadvantaged." Through discussion of actual problems, reading of relevant background materials and requisite field work in the School's laboratory Library, the student will be prepared as a graduate librarian to meet with confidence and imagination the uncertain situations facing many of the nation's Public Libraries today.

Field work: Each student will be required to work at least four hours per week, usually between the hours of 4 and 8 p.m. at the High John Library, 6100 Lee Place, Fairmont Heights, Md. Transportation is available.

The course content will consist of:

- I. Backgrounds of poverty
- II. The Public Library and "the poverty problem"
    - A. Pre-1963
    - B. Currently
- III. Facets of Library Service to the public
    - A. Education
    - B. Demonstration
    - C. Promotion and Public Relations
    - D. Book Selection
    - E. Other media and their use
    - F. Goading and Probing
- IV. Library service to "unreached" publics
    - A. The Negro ghetto

In addition, outside lectures on relevant subjects, pertinent films and at least one field trip are planned. Students will also have the opportunity to participate in the design, development, operation and evaluation of aspects of the laboratory's program.

L270 LIBRARY SERVICE TO THE DISADVANTAGED - Spring 1968 - READING LIST

REQUIRED AND SUGGESTED READINGS (all on reserve in SLIS Library)

I. Backgrounds of the public library
- Suggested:
  - "Library" article in World Book Encyclopedia
  - "Librarian" article in Occupational Outlook Handbook
  - Coplan and Castagna, THE LIBRARY REACHES OUT Z716.3.C6
  - Berelson, THE LIBRARY'S PUBLIC Z731.B4
  - Asheim, A FORUM IN THE PUBLIC LIBRARY INQUIRY Z731.A7
  - Marshall, AN AMERICAN LIBRARY HISTORY READER Z731.M3
  - Munthe, AMERICAN LIBRARIANSHIP FROM A EUROPEAN ANGLE Z731.M95
  - A.L.A., PUBLIC LIBRARY SERVICE (Standards) Z731.A5264
  - A.L.A., STANDARDS FOR CHILDRENS SERVICE IN THE PUBLIC LIBRARY Z718.1.P894

I.A. Backgrounds of poverty
- Read:
  - Harrington, THE OTHER AMERICA
  - Selby, LAST EXIT TO BROOKLYN
- Suggested:
  - Graham, "The politics of poverty" in Seligman, Ben POVERTY AS A PUBLIC ISSUE
  - Miller, "The dimensions of poverty" in Seligman
  - Sheppard, "The young who are poor" in Seligman
  - Sheppard, "Poverty and the Negro" in Seligman
  - McDonald, "Our invisible poor" in New Yorker, Jan. 19, 1963
  - Hentoff, OUR CHILDREN ARE DYING

II. The Public Library and the "poverty problem"
- Read:
  - Levy, "Library service in the inner city." in Wilson Library Bulletin, January 1967
  - Moses, "Revolution against poverty" in Top of the News, November 1965
  - Moses, "Scouting the perimeter" in Maryland Libraries, Summer 1966
  - Martin, BALTIMORE REACHES OUT; Library Service to the Disadvantaged
  - LIBRARY SERVICE IN "QUEEN ELIZABETH" COUNTY (an early interview with citizens of Fairmont Heights)

III. Facets of Library Service to the Public
- A. Education
  - Read:
    - Neill, SUMMERHILL
    - Fader, HOOKED ON BOOKS

- B. Other media and their use
  - Read:
    - Moses, "Just show the movies - never mind the books." in ALA Bulletin, January 1965

IV. Library Service to "unreached" publics
- A. The Negro
  - Read:
    - Brown, MANCHILD IN THE PROMISED LAND
    - Sheppard, "Poverty and the Negro" in Seligman

IV. Library Service to "unreached" publics (cont.)

A. The Negro (cont.)

Suggested:
- Liebow, TALLY'S CORNER
- A NEW APPROACH TO EDUCATIONAL PREPARATION FOR PUBLIC LIBRARY SERVICE (Proposal to Office of Education for creation of High John Project)
- Griffin, BLACK LIKE ME
- Malcom X, AUTOBIOGRAPHY...
- Onstott, MANDINGO, et al

SUPPLEMENTAL READINGS - Available in SLIS Library

Becker, Joseph M. IN AID OF THE UNEMPLOYED
CONFERENCE ON POVERTY IN PLENTY
Cooley, Oscar W. PAYING MEN NOT TO WORK
CULTURALLY DISADVANTAGED: a KWOC index and bibliography
Ferman, Louis A. POVERTY IN AMERICA
Graybeal, David M. CAN'T WE ALL BE RICH?
Hermann, Mildred M. STUDY ACTION MANUAL ON AFFLUENCE AND POVERTY
Hirsch, Richard B. THERE SHALL BE NO POOR
Hunter, Robert POVERTY, SOCIAL CONSCIENCE IN THE PROGRESSIVE ERA
Isenberg, Irwin DRIVE AGAINST ILLITERACY
Keyserling, Leon H. PROGRESS OR POVERTY
Levitan, Sar A. FEDERAL AID TO DEPRESSED AREAS
Lumer, Hyman POVERTY: ITS ROOTS AND ITS FUTURE
Johnson, Byron L. NEED IS OUR NEIGHBOR
McCormack, Arthur CHRISTIAN RESPONSIBILITY AND WORLD POVERTY
Meissner, Hanna H. POVERTY IN THE AFFLUENT SOCIETY
Myrdal, Gunnar CHALLENGE TO AFFLUENCE
Nossiter, Bernard B. MYTH MAKERS: AN ESSAY ON POWER AND WEALTH
Ritz, Joseph P. DESPISED POOR; NEWBURGH'S WAR ON POVERTY
Rogers, Edward POVERTY ON A SMALL PLANET
Schlesinger, Benjamin POVERTY IN CANADA AND THE UNITED STATES
Seligman, Ben B. POVERTY AS A PUBLIC ISSUE
Sexton, Patricia SPANISH HARLEM
Shostak, Arthur B. NEW PERSPECTIVES ON POVERTY
Simon, Arthur R. FACES OF POVERTY
Stringfellow, William MY PEOPLE IS THE ENEMY
Struchen, Jeanette THIS IS THE PUZZLE OF POVERTY
Weisbrod, Burton A. ECONOMICS OF POVERTY: AN AMERICAN PARADOX
Will, Robert E. POVERTY IN AFFLUENCE
WEST VIRGINIA UNIVERSITY CONFERENCE ON POVERTY AMID AFFLUENCE

BOOKS ON ORDER for SLIS Library

Biddle, W. W. COMMUNITY DEVELOPMENT PROCESS
Budd, Edward INEQUALITY AND POVERTY
Conant, Ralph PUBLIC LIBRARY AND THE CITY (has arrived)
Dunne, George POVERTY IN PLENTY
Gordon, Margaret S. POVERTY IN AMERICA
Harrington, Michael ACCIDENTAL CENTURY
Hentoff, Hat OUR CHILDREN ARE DYING (profile of Elliot Shapiro)
Humphrey, Hubert WAR ON POVERTY
Krosney, H. BEYOND WELFARE: POVERTY IN THE SUPERCITY

BOOKS ON ORDER for SLIS Library (cont.)

Lewis, Oscar LA VIDA
Liebow, Eliot TALLY'S CORNER
Malcom X, AUTOBIOGRAPHY...
Neill, A. S. SUMMERHILL
Selby, Hubert LAST EXIT TO BROOKLYN
Webb, E. J. UNOBTRUSIVE MEASUREMENTS

Articles about High John:

"Jottings from High John" in D. C. Libraries, Winter 1968
"High John" in Library Journal, January 15, 1968

Film to be used on March 5:

"Marked for Failure"

Dr. Bundy

SCHOOL OF LIBRARY AND INFORMATION SERVICES
University of Maryland

RESEARCH METHODS

This course is designed to give the student basic understanding, but also some skill in the design and conduct of research. The course relies heavily on reading in a range of research methods texts and on class discussion and lecture. Students also study and evaluate library and social science research. Other members of the faculty report and discuss their investigations. In the second half of the course, the students actually participate in a research project.

The areas and topics to be explored are listed following:

1. Introduction to Research
   Fundamental concepts including the scientific method applied to social science research; the difference between basic and applied research.

II. Areas for Research in the Library and Information Fields
   Frameworks for defining the field for research; major areas of study.

III. The Role of Theory in Empirical Research

IV. Major Research Approaches
   Historical, experimental, case study, survey. (Description of each; types of problems studied; kinds of data collected; major techniques and considerations.) Comparison of case study and survey approaches.

V. Research Design and the Research Process
   Major steps in the research process; what is involved in each. Hypothesis formulation; its value in research. Includes searching the literature.

VI. Research Techniques
   Questionnaire construction; interviewing; sampling and statistics-probability sampling, sampling procedures, measures of central tendency, introduction to more advanced techniques. Specialized research techniques - scaling, panel research, content analysis, the semantic differential, the citation study. (Description of technique; specifics of procedure, advantages and limitations of each; specialized vocabulary and concepts.)

VII. Analysis and Interpretation of Data
   Coding and tabulation of results. Analysis and presentation of numerical data. Summarizing; generalizing; suggesting implications. Use of the computer in social science research.

VIII. Presentation of Results

IX. Status of Research and Research Needs in the Library and Information Sciences
   Including research utilization.

UNIVERSITY OF MARYLAND
SCHOOL OF LIBRARY AND INFORMATION SERVICES

L270 Library Service to the Disadvantaged Fall 1968

This course is an opportunity to discover and explore the public library and information services required by special populations. Emphasis is placed on needs of disadvantaged , non-using communities.

The student will deal at some length with the sociological and psychological aspects of poverty and with those geographic, ethnic and cultural groups which have a high incidence of poverty in their populations. A review of innovative efforts in other public services will provide insight into various approaches for meeting client needs, some understanding of the processes involved in modifying public service institutions and an awareness of the demands which national and local poverty programs place upon public libraries.

Translating these understandings into implications for public library and information services will be an exploratory experience in which students will play an important and active role. Discussions, field trips and observation at the University's Laboratory Library will relate theory and principles of library science to the service needs of various groups.

L270: LIBRARY SERVICES FOR THE DISADVANTAGED

I. Introduction

Overview of the SLIS poverty program

Organization and conduct of L270

Development of the High John Laboratory

II. Background, Trends and Unmet Needs in Providing Library and Information Services

Traditional libraries and non-using communities

The public as a changing matrix of interacting populations;

Implications for communication, information and public library activities

III. Library and Information Services for Special Populations, A: The Poor

A sociological overview of poverty

Psychological aspects of poverty

Poverty, programs and social goals

Implications for library and information services

IV. Library and Information Services for Special Populations, B: Ethnic and Cultural Minorities (emphasis on disadvantaged, non-using communities)

Negroes: a large disadvantaged minority

Mexican-Americans and other disadvantaged minorities

Minorities, public services and social goals

Implications for library and information services

V. A Consideration of Other Special Populations (to be developed)

Geographic enclaves, e. g. The Appalachian Poor

New careers and special user groups

Protest and advocacy groups

Other subgroups: pre-school children, older citizens, persons with unusual talents

VI. Evaluation of Public Library and Information Services for the Disadvantaged

Objectives of library and information services for disadvantaged populations

Development of evaluation criteria

Definition and development of relevant data

L270 LIBRARY SERVICE TO THE DISADVANTAGED

Fall 1968
Reid & Moses

Supplemental Reading List

Becker, Joseph.	IN AID OF THE UNEMPLOYED
Biddle, William.	COMMUNITY DEVELOPMENT PROCESS
	CONFERENCE ON POVERTY IN PLENTY
Cooley, Oscar W.	PAYING MEN NOT TO WORK
	CULTURALLY DISADVANTAGED: A BIBLIOGRAPHY AND KEYWORD-OUT-OF-CONTEXT INDEX
Ferman, Louis.	POVERTY IN AMERICA
Gordon, Margaret.	CONFERENCE ON POVERTY IN AMERICA
Graybeal, David.	CAN'T WE ALL BE RICH?
Harrington, Michael.	ACCIDENTAL CENTURY
Hentoff, Nat.	OUR CHILDREN ARE DYING
Hermann, Mildred.	STUDY ACTION MANUAL ON AFFLUENCE AND POVERTY
Hirsch, Richard G.	THERE SHALL BE NO POOR
Humphrey, Hubert.	WAR ON POVERTY
Hunter, Robert.	POVERTY, SOCIAL CONSCIENCE IN THE PROGRESSIVE ERA
Isenberg, Irwin.	DRIVE AGAINST ILLITERACY
Keyserling, Leon.	PROGRESS OR POVERTY
Levitan, Sar A.	FEDERAL AID TO DEPRESSED AREAS
Liebow, Elliot.	TALLY'S CORNER: A STUDY OF NEGRO STREETCORNER MEN
Lumer, Hyman.	POVERTY: ITS ROOTS AND ITS FUTURE
Johnson, Byron.	NEED IS OUR NEIGHBOR
Martin, Lowell.	BALTIMORE REACHES OUT: LIBRARY SERVICE TO THE DISADVANTAGED
McCormack, Arthur.	CHRISTIAN RESPONSIBILITY AND WORLD POVERTY
Meissner, Hanna.	POVERTY IN THE AFFLUENT SOCIETY
Myrdal, Gunnar.	CHALLENGE TO AFFLUENCE
Neill, Alexander S.	SUMMERHILL: A RADICAL APPROACH TO CHILD REARING
Nossiter, Bernard.	MYTHMAKERS: AN ESSAY ON POWER AND WEALTH
Ritz, Joseph.	DESPISED POOR: NEWBURGH'S WAR ON POVERTY
Rogers, Edward.	POVERTY ON A SMALL PLANET
Schlesinger, Benjamin.	POVERTY IN CANADA AND THE UNITED STATES: OVERVIEW AND ANNOTATED BIBLIOGRAPHY
Selby, Hubert.	LAST EXIT TO BROOKLYN
Seligman, Ben B.	POVERTY AS A PUBLIC ISSUE
Sexton, Patricia.	SPANISH HARLEM
Shostak, Arthur.	NEW PERSPECTIVES ON POVERTY
Simon, Arthur.	FACES OF POVERTY
Stringfellow, William.	MY PEOPLE IS THE ENEMY
Struchen, Jeanette.	THIS IS THE PUZZLE OF POVERTY
Webb, Eugene J.	UNOBTRUSIVE MEASURES: NON-REACTIVE RESEARCH IN THE SOCIAL SCIENCES
Weisbrod, Burton.	ECONOMICS OF POVERTY: AN AMERICAN PARADOX
Will, Robert.	POVERTY IN AFFLUENCE
Fishman, Leo.	WEST VIRGINIA UNIVERSITY CONFERENCE ON POVERTY AMID AFFLUENCE

L270 LIBRARY SERVICE TO THE DISADVANTAGED
Fall 1968
Reid & Moses

Reading List

Unit I A NEW APPROACH TO EDUCATIONAL PREPARATION FOR PUBLIC LIBRARY SERVICE (Proposal to Office of Education for creation of High John Project)

Project Progress Reports dated December 20, 1967
April 17, 1968
June 20, 1968

"Think Session at High John" by Evelyn Geller, LIBRARY JOURNAL, September 1, 1968

Unit II Levy, Evelyn. "Library Service in the Inner City" in *Wilson Library Bulletin*, January 1967

Moses, Richard. "Revolution Against Poverty" in *Top of the News*, November 1965

Moses, Richard. "Scouting the Perimeter" in *Maryland Libraries*, Summer, 1966

Martin, Lowell. BALTIMORE REACHES OUT; LIBRARY SERVICE TO THE DISADVANTAGED

LIBRARY SERVICE IN "QUEEN ELIZABETH" COUNTY (an early interview with citizens of Fairmount Heights, Maryland - the High John Community)

General Readings on the Public Library

"Library" article in WORLD BOOK ENCYCLOPEDIA
"Librarian" article in OCCUPATIONAL OUTLOOK HANDBOOK
Coplan, Kate and Edwin Castagna. THE LIBRARY REACHES OUT Z716.3.C6
Berelson, Bernard. THE LIBRARY'S PUBLIC Z731.B4
Asheim, Lester. A FORUM IN THE PUBLIC LIBRARY INQUIRY Z731.A7
Marshall, John. AN AMERICAN LIBRARY HISTORY READER Z731.M3
Munthe, Wilhelm. AMERICAN LIBRARIANSHIP FROM A EUROPEAN ANGLE Z731.M95
ALA. PUBLIC LIBRARY SERVICE (Standards) Z731.A5264
ALA. STANDARDS FOR CHILDREN'S SERVICE IN THE PUBLIC LIBRARY Z718.1.P894

APPENDIX B

Activities at High John Library

MONTHLY REPORT

High John Library

February, 1968

Hours of Service: First two weeks, Monday-Saturday.
Monday: 12-6; Tuesday: 12-8; Wednesday: 12-8; Thursday: 12-6;
Friday: 12-6; Saturday: 12-4;
February 19-29 we extended hours to Sunday: 12-4; and Monday: 12-8.

Circulation Totals:

	Books	Paperbacks	Magazines	Vertical File	Total
Adult	180	104	3	6	
Juvenile	958	9			
Total	1,138	113	3	6	1,260

New Registrants:
112 approximately; tried to eliminate the re-registrants.

Library Programs:

Feb. 1	Pre-school story hour.
Feb. 3	Movies sponsored by United Boys Club. 35 attendants.
Feb. 2	Assembly for 6th grade at Fairmont Heights Elementary School. Attendants: 100 children, assorted teachers, etc.
Feb. 5	Film program, 6:30 P.M. Attendants: teenagers, 40.
Feb. 6	Film program, 6:30 P.M. Attendants: teenagers, 60.
Feb. 7	Story hour, 4:00 P.M. Attendants: children 6-12 years, 20.
Feb. 8	Pre-school story hour, 1:00 P.M. Attendants: 9 children, the firemen came.
Feb. 9	Assembly for 5th grade, 9:00 A.M. Attendants: 120 children.
Feb. 11	WSCS of Grace Methodist Church visited the library, 3:00 P.M. Attendants: 11 women.
Feb. 14	Vince Promuto visited the library, he was 1 1/2 hours late. Attendants: 40 people.
Feb. 15	Pre-school story hour, 1:00-2:00 P.M. Attendants: 12. Story hour, 4:30 P.M. Attendants: 12.
Feb. 16	Assembly at Fairmont Elementary School, 1st grade, 150 children. The class made its first visit to the Library.
Feb. 17	Boys Club sponsored films. Attendants: 30 children.
Feb. 20	Lively Art of the Picture Book shown to mothers club of Beaver Heights Elementary School. Pre-school children had a story hour upstairs. Attendants: 8 mothers, 10 children. Film program.
Feb. 23	Assembly at Fairmont Heights Elementary School. Attendants: 130 second graders.
Feb. 27	Film program.
Feb. 28	Story hour. Attendants: 20 children
Feb. 29	Showing of "Guns of Navaronne." Attendants: 70 children capacity crowd. Turned away about 15. Pre-school story hour, 1:30-2:30 P.M. Attendants: 15 children.

Appendix to Monthly Report
High John Library
February 1968

Community Contacts

Feb. 2	called Stan about arrangements for file
Feb. 5	Kay visited Welfare and the Clinic about putting book boxes in
Feb. 14	Hall called Mrs. Brooks to confirm the visit to her Sunday School class on March 17 with the film Toymaker
Feb. 5	Mrs. Choice and Mrs. Plater came by to make arrangements for their Mothers Club from Beaver Heights to visit the library
Feb. 5	called LC about borrowing books for the blind
Feb. 7	asked the FH Elementary school to announce story hour
Feb. 21	President of the PTA called and invited me to attend the PTA meeting on March 5
Feb. 28	Dick called the librarian at FH Senior High to make arrangements for book talks
Feb. 13	Persis got a new selection of art from FH Senior High art teacher and returned our former exhibit to Bethune Jr. High
Feb. 29	Mrs. Morton called to get help with organizing the buyers club

Appendix to Monthly Report
High John Library
February 1968

Special Visitors

Feb. 3	Kathleen Roeder, graduate of Maryland School of Library and Information Services, now working for D. C. public.
Feb. 5	Willie Lovett came by to talk about the project and being a librarian.
Feb. 6	David Wenner came the first time.
Feb. 12	Marilyn Crabtree, the volunteer librarian at Junior village came with Miss Scott, the director of volunteers, and Clane Kircher, a professional librarian who volunteers time. They spent the afternoon with me and Dick.
Feb. 14	Greta Renborg from Sweden visited us for the afternoon.
Feb. 15	Jim Reed who is directing the building of the new Neighborhood Center brought some of his people by.
Feb. 8	Y people from PG brought two publishers representatives by.
Feb. 24	John C. Frantz of Brooklyn Public came by.
Feb. 29	Miss Hage brought Mr. Macon of the Board of Trustees by to see the library.

MONTHLY REPORT

High John Library

March 1968

Hours of Service: No change

Circulation totals:

	Books	Paperbacks	Magazines	Total
Adult	164	161	6	
Juvenile	828	10		
Total	992	171	6*	1,169

*No longer circulated, they are given away.

New Registrants: 96

Reference Questions: 125 recorded (data on reference inquiries and their handling are being kept for analysis)

Library Activities and Contacts:

March 4	Fifty-five students and two faculty members from the library school of Catholic University paid us a visit. Dick Moses and Gerri Hall talked about the project.
March 5	G. Hall attended the March PTA meeting at the Fairmount Heights Elementary School Hattie Adair came by taking a survey for a committee studying available leisure activities in the community.
March 6	Mrs. Jane Stockton of the local welfare office came by to talk about the new day care center.
March 7	G. Hall gave an assembly to third graders at Fairmount Heights Elementary School.
March 10	The Board met in the afternoon.
March 12	Jane Stockton called to ask that the library be represented at a meeting of representatives of community agencies to help explain to the staff of the day care center what we do and what we know about the community.
March 14	A student from U. of Md. Library School came by High John to talk to R. Moses about how we got our materials and what he knew about getting free materials. The student is preparing for a possible library project in Appalachia with VISTA. Kay Ecelbarger took a group of teens to the Fairmount Heights High School basketball game at Cole Field House of U. of Md. campus. Hattie Adair came by taking a survey of leisure time activities available in the Model Cities area.
March 15	Pauline Winnick and staff members came by the library to view the project.
March 17	G. Hall had film and discussion for Sunday School class at Grace Methodist Church.

Library Activities and Contacts: (Cont.)

March 18	Miss Erika Recht of a special committee of the Parks and Planning Commission came by taking a survey of activities for young people.
March 19	The girl scouts used the basement to rehearse a skit.
	The staff decided to reorganize the activity areas in the library.
	Video tape was used in class, the first demonstration.
March 21	All students attended Dr. Fader's lecture.
	G. Hall attended meeting at the local welfare office.
	Some of the staff began rearranging the book collection.
March 24	Some of the staff finished rearranging the book collection.
	Mrs. Myra Morton had the first buyer's club meeting.
March 25	Stan Feldman of the Boys' Club called about the film program they sponsor here on Saturdays.
	Ray Wellman, member of the Fairmount Heights community, was put on the payroll as janitor and general handyman.
March 26	Girl Scouts used the basement for a meeting.
	Willie Lovett worked for the first time.
March 27	Staff decided to give away back issues of magazines.
March 29	Old class and new class had a meeting to discuss experiences.

MONTHLY REPORT

High John Library

April, 1968

Hours of Service:

Monday: 12-6; Tuesday: 12-8; Wednesday: 12-8; Thursday: 12-6; Friday: 12-6; Saturday: 12-4.

Changes in Hours of Service: Closed from April 5 to 4:00 P.M. on April 9, due to Dr. King's death. Closed April 12, 13, and 14 for Easter.

Circulation Totals:

	Books	Paperbacks	Vertical File	Total
Adult	87	103	0	190
Juvenile	447	124	0	571
Total	534	227	0	761

Reference Questions: 37 recorded.

New Registrants: 59

Library Programs:	No. of Programs	No. of Attendants
Story Hours	2	16
Drama Club	3	30
Pre-School Story Hour	4	100
Tuesday Films	3	60
Monthly Feature Film	1	35
Films in the Corner	4	115

Library Activities and Contacts:

April 1 Gerri Hall called the Vice Principal of Bethune Junior High School about Darryl Davis and Dan Gaston. They have spoken with Mrs. Davis and Mr. McKinzie and have received no response. Both of these boys have refused to go to school for a month.

April 2 Carmen Domingo, one of the teachers at the new day care center, called to ask for help in finding a place to live. We put her in touch with a widow who, Mrs. Waites thought, might like to let a room for a few months. Dan Gaston came by to say goodbye. He went to North Carolina.

April 3 Elaine Piatt, a student from the University of Maryland, came for the first time to see the children and talk about a drama club.

April 4 The Buyer's Club met at 6:30 P.M.

April 5 Staff decided to close the library until after Dr. King's funeral on Tuesday. Todd Mines, Evelyn Parker, Mrs. Morton

Other Activities: Cont.

came by to talk and think of something to do. We put black crêpe paper around the door and a white poster with a small picture of black hands folded with the words: "I have a dream."

April 8	A group decided to drive to Atlanta. Staff - Willie Lovett, Ruth Vajdic, Nancy Taft; chairman of the board, Mrs. Evelyn Parker; young people from the neighborhood, Todd Mines, Ray Wellman, Clarence Elliott, Judy Davis, Willie Robinson, and Raymond Brady.
April 10	We began movies in the back room all the time from 4:00 P.M. to closing, 6:00 or 8:00 P.M.
April 15	Public schools closed all this week.
April 17	Elaine Piatt had dramatic play after story hour. We had only 10 attendants, but they were attentive.
April 19	Willie Lovett had the first meeting of the Video Club.
April 22	Tried to get a local electrician to come and check out the outlets of the building, but they don't want to deal with us because it takes too long to get paid.
April 23	R. Moses, G. Hall, M. Hightower, J. Brooks, attended the symposium on ghetto libraries held at Smithsonian Institution as part of National Library Week.
April 24	Two of the librarians from the School of Library and Information Services library came to visit. Dr. Isabelle Segal came and stayed all evening.

MONTHLY REPORT

High John Library

May, 1968

Hours of Service:
Monday: 12-6; Tuesday: 12-8; Wednesday: 12-8; Thursday: 12-6;
Friday: 12-6; Saturday: 12-4

Changes in Hours of Service: Week of May 27 we closed at 6:00 on Wednesday. All day Thursday, Memorial Day, and Saturday. We will be closed on Saturdays because the staff is now cut back to the 10- and 20-hour people. Closed May 24 and 25 for the Conference.

Circulation Totals:

	Books	Paperbacks	Vertical File	Total
Adult	99	123	0	222
Juvenile	430	86	0	516
Total	529	209	0	738

Reference Questions: 48 recorded. We just did not get the questions written down this month. Use of the library (numbers of people in the building) continues to increase with no increase in staff to handle the situation.

New Registrants: 60

Library Programs:	No. of Programs	No. of Attendants
Story Hours	3	57
Pre-School Story Hour	8	116
Video Club	8	75
Drama Club	4	43
Films in the Back Room	12	120
Saturday Excursions	4	24
Monthly Feature Film	1	40

Library Activities and Contacts:

May 4	Gerri Hall took five children on a Saturday to the Natural History Museum and up to the Washington Monument.
May 11	Maceo McCray and Mary Miller had a theater party of twelve to see Raisin in the Sun at Howard University.
May 13	Mrs. Myra Morton tried to solicit support for the clean-up campaign. No response.
May 14	Mrs. Sealy, coordinator of children's work for Montgomery County, Mrs. Murray and Mrs. Furbish all of Montgomery County visited the library.
May 16	Mr. Deligdisch from Israel and Jonathan Freedman from Syracuse University visited.

Other Activities: Cont.

May 17	Mary Crawford organized a trip to the farms of the Agriculture Department of the U. of Md., for thirty children.
May 18	One clean-up program with picnic - twenty children.
May 21	Y librarians from Enoch Pratt Free Library of Baltimore and the branch librarians of Prince George's County Memorial Library held their monthly meeting here at High John.
May 24	Dr. Lally of Bethune Junior High School was very cooperative in allowing us to use the auditorium for Rev. Andrew Young to speak. However, Rev. Young was not able to come.
May 27	Student from Rutgers University library school visited the library.
May 31	Mrs. Rita Souweine of the recreation department asked us to publicize the Baltimore Symphony Concert at Central High School. We knocked on doors and distributed flyers for the concert that evening. Many went and all enjoyed it.

Board Activities:

The board met on May 19.

Personnel:

As of May 29 the staff was reduced from twelve to five for the summer with the addition of one new student assistant.

MONTHLY REPORT

High John Library

June, 1968

Hours of Service:

Monday: 12-8; Tuesday: 12-8; Wednesday: 12-8; Thursday: 12-6; Friday: 12-6; Saturday: None; Sunday: 12-4.

Circulation Totals:

	Books	Paperbacks	Total
Adult	61	69	130
Juvenile	261	32	293
Total	322	101	423

Reference Questions:

The staff did not write down information transactions for all of June.

New Registrants: 22

Library Programs:	No. of Programs	No. of Attendants
Drama Club	4	15
Films-In-The-Back-Room	9	150
Summer Fun Program	4	48
Video Club	8	Not Reported

Library Activities and Contacts:

June 2	14 teens attended the Afro-American cultural festival at Glen Arden sponsored by UCAP. Videotaped music and dancing.
June 3	Mrs. Olivia McQueen and Mrs. Julia Stovall came to ask if their group of young professional black women could have a group of about 15 children to work with this summer. It was arranged. They meet three times a week.
June 8	11 teens attended one-act plays in Columbia, Maryland.
June 12	Gerri Hall was interviewed by a woman representing the P. G. County's committee for the Model Cities program.
June 14	20 teens went to the Go-Kart track.
June 18	15 teens visited Prince George's County Memorial Library in Hyattsville.
June 20	16 teens visited Sojourner Truth Room at the Oxon Hill Branch of the Prince George's County Library.
June 20	Staff went out to tell stories on the corners in the neighborhood. 20 children heard these stories.

June 25 About 100 people attended outdoor movies and looked at books; all on the bus.

June 26 18 teens went to visit the Kennedy grave site, Tomb of the Unknown Soldier and the Custis-Lee Mansion.

Activities Inside The Library:

June 3, 4, 5, 6, 10, 11, 12, 17, and 18.
28 showings of 14 movies - some were shown once and others as many as three times. Size of the audience varied from 5 to 15, about 150 viewers altogether. In addition to the films borrowed from Prince George's County Memorial Library, we finished the Flash Gordon serial which was a total of 15 chapters. It was shown on Tuesdays.

June 3, 9, 10, 16, 17, 18, 23, and 24.
The Video Club met to practice on tape bits. The major project of the month was a program about Kennedy, King and Kennedy.

June 5, 12, 19, and 26.
The Drama Club met four times during June. The Club has 15 members. They are preparing to give Cinderella.

June 24, 25, and 26.
Ruth Ann Vajdic began her Summer Fun program for children 7-9. There were craft activities, book programs and a field trip to the Natural History Museum. Attendance varied from 8-18 children.

June 25, 26, and 27.
The Summer Fun group for children 7-9 began a six-week series. They have two days of crafts and story activities.

June 26, 27 and 28.
The Summer Fun group of children 10-12 began a four-week program. They have two days of crafts, field trip to the zoo and story activities. The group has about 15 children.

Board Activities:

The Board did not meet in June.

Personnel:

Lillian Pruden and Paulette Hawkins, recent high school graduates, began work June 17, as full-time assistants for the summer. Monteria Hightower began work as a new 20-hour student on an assistantship. Willie Lee Lovett worked full-time from June 17-30. His transfer date from Hyattsville to High John permanently is August 1.

MONTHLY REPORT

High John Library

July, 1968

Hours of Service:

Monday: 12-5; Tuesday: 12-5; Wednesday: 12-5; Thursday: 12-5; Monday: 8-10:30; Tuesday: 8-10:30; Wednesday: 8-10:30 - bus took movies and paperback books to Market Circle, Fairmount Garden Apartments, Deanwood Park.

Circulation Totals:

	Books	Paperbacks	Total
Adult	33	40	73
Juvenile	158	7	165
Total	191	47	238

Reference Questions:

No record of reference and referrals were kept in July.

New Registrants: 22

Community Contacts:

Ann Roelefs, social worker for Headstart to arrange for class visits. Mayor's office to get grass cut on Market Circle; they eventually graded it taking all the grass off and cut all the trees but one. Mayor's office to have trash picked up from the creek cleanup. E. Parker attended council meeting, made arrangements for High John to tape Labor Day Parade.

Board Activities:

None.

Activities Inside The Library:

July 2, 3, 10, 11, 12, 17, 18, 19, 24, 25, 26, and 31.

Monteria Hightower had an afternoon program for children, 9-11 years old. There was a field trip once a week and crafts and stories in the Library on the other two days. There were about 15 children altogether, average attendance was 9.

July 2, 3, 9, 10, 11, 16, 17, 18, 23, 24, 25, 30, and 31.

Ruth Ann Vajdic had a children's program for children 6 to 8 years old. Field trip once a week. Crafts and stories in the library. There were about 20 children. Average attendance 12.

July 10.

Tom and Corinne Lynch came and presented a program of folk music. 50 children 5 to 13 years old attended.

July 11.

Gerri Hall had a story hour demonstration for students from the University. 15 children, 4 students and 1 newspaper reporter.

Activities Inside The Library (Cont.):

July 22.

Headstart class from Fairmount Heights School came for a story hour and videotape interviews. 2 teachers and 8 children, 3-6 years old.

July 23.

Headstart, story hour, videotape interview. 10 children, 3 teachers.

Activities Outside The Library:

July 4.

15 teens went to the studios of WTTG Channel 5. Willie Lovette, Dick Moses and the teens were interviewed by John Wills.

July 11.

12 teens went to a poetry reading at Georgetown University.

July 12.

11 teens, trip to Clinton Park.

July 11, 15, and 17.

Story hours on street corners. About 40 children read to altogether.

July 13.

20 teens visited the Erika Thaney Dance Studio. They videotaped the activities.

July 20.

14 teens went to the Medical Museum, Civics and Technology, Jefferson and Lincoln Memorial.

July 29.

4 staff members and 8 videoclub members went to Harrisburg, Pennsylvania to tell about the project.

July 8, 9, 10, 15, 16, 17, 22, 23, and 24.

Film programs were held once a week at Market Circle, Fairmount Garden Apartments and Deanwood Park.

Visitors:

July 11.

John Matthews, reporter from the Washington Star, came to see what is going on.

July 15.

Jonathan Freedman, Syracuse University, came down for consulting.

July 17.

Nat Branson, social worker from Baltimore, visited the Library.

July 24.

Evelyn Parker visited Jane Mathieu at Echo House in Baltimore.

Visitors (Cont.):

July 25.

Evelyn Parker and G. Hall interviewed by research students from the University of Maryland.

July 26.

Mary Adele Springman, Assistant Coordinator of Adult Activities of Cleveland Public Library, visited the Library.

July 31.

Linda Madling, Branch Librarian in Milwaukee, Wisconsin, visited the Library.

Personnel:

Willie Lee Lovette came on the staff full-time July 29.

MONTHLY REPORT

High John Library

August, 1968

Hours of Service:

Monday: 1-5; Tuesday: 1-5; Wednesday: 1-5; Thursday: 1-5
Monday: 8-10; Tuesday: 8-10; Wednesday: 8-10 - outdoor movies and book borrowing for adults.

Circulation Totals:

	Books	Paperbacks	Total
Adult	29	15	44
Juvenile	139	8	147
Total	168	23	191

Reference Questions:

No record of reference and referrals were kept in August.

New Registrants: 22

Community Contacts:

August 7, 14, 21, 28.

Evelyn Parker attended meetings of the town council. During the August meetings they planned the Labor Day Parade.

August 12.

Mrs. Bonnie Johns came by to take a few pictures and get a report for activities for the coming winter to be reported in a new newsletter called The Voice.

August 13.

G. Hall visited Jane Stockton, Director of the Welfare Department's day care center.

Activities:

August 1.

Teens made trip to North Point Library of Baltimore County to see play presented by North Point Players - 8 teens and 4 staff.

August 2.

Teen field trip to U. S. Navy Yard - 14 teens and 1 staff.

August 5.

Visit to the library by Headstart class from Beaver Heights - 10 children and 3 teachers.
Film program and books in the bus on Market Circle - 45 people in audience.
Field trip to the zoo - 10 teens and 1 staff.

August 6.

Visit to the library by Headstart class from Beaver Heights - 15 children and 3 staff.
Cleanup the creek across the road - 22 teens from Upward Bound and about 25 of High John teens.

Activities (Cont.):

August 9.

Visit to the library by Headstart class from Beaver Heights - 15 children and 3 teachers.

August 12.

Film program and books in the bus on Market Circle - 50 people in the audience.

August 15.

North Point Players of Baltimore County came to see the tape of the play our teens saw at their library - 10 teens and 2 staff from North Point and about 15 of our teens came and went and 3 staff.

August 16.

Teens trip to see Moorland Room and Black Art Exhibit at Howard University - 14 teens and 1 staff.

August 19.

Teens had an afternoon program of poetry readings of Langston Hughes' works - 10 teens and 1 staff.

August 20.

Teens had square dancing in the afternoon in the basement.

Children 7-12 had an informal learning session discussing what was read to them about insects and plants like the ones they had found on a walk in their own neighborhood - 10 children and 1 staff.

August 21.

Video Club met to plan parents' night for August 23. There were poetry readings, charades and square dancing taped after the formal part of the meeting - 23 teens and 2 staff.

August 22.

Gents Club had an all night meeting with lots of films and talk about what they want to be and what the library is and could become - a funeral was held at the beginning to bury bad words and bad habits - 14 boys and 1 staff.

Video Club met to finish plans for parents' night. Had a read-in after formal meeting. Another group spliced tape in order to make a whole tape showing a variety of activities at High John Library - 17 teens and 1 staff.

August 23.

Evelyn Parker and A. Morton knocked on doors and invited people to the parents' night. Four mothers came. W. Lovette presented the program anyway showing the tape and film of the summer activities and talking about the future possibilities. The four who came were enthusiastic about the program.

Activities (Cont.):

August 29.

Detective Crank from the Prince George's County Police Vice Squad came to give an hour talk and demonstration on drugs and narcotics. The teens were so receptive they talked and asked questions for another hour and a half - 31 teens and 3 staff.

August 30.

Spontaneous teen canteen held, dancing, card playing, chess, checkers, a recreation night - 16 teens and 2 staff.

Visitors:

August 1.

Laura Kay Morton. 3 nuns from Elkton.

August 5.

Carol Damaso, storytelling specialist for Prince George's County and Arlene Ryan, branch librarian at Magruder Branch of Prince George's County came to observe G. Hall's story hour with the Headstart class.
Helen Friedman
Nettie Taylor of Maryland State Library came by to see us with Miss Hage and Mrs. Abilon from Prince George's County Library.

August 6.

10 librarians from Fairfax County, Virginia, came to visit the library to see what it is like.

August 7.

Ann Reid, perspective research person, spent the afternoon with R. Moses and G. Hall.

August 8.

Spencer Shaw, children's specialist of Nassau County, guest storytelling expert at the University of Maryland, School of Library and Information Services, visited to find out what we are doing in children's work.

August 9.

Sue Sterner, representative of University Microfilm paid a brief visit.

MONTHLY REPORT

High John Library

September, 1968

Hours of Service:

Closed: September 1-15
September 16-30. Monday-Wednesday 12-8; Thursday and Friday 12-6.

Circulation Totals:

	Books	Paperbacks	Total
Adult	58	68	126
Juvenilé	317	8	325
Total	375	76	451

Reference Questions:
34 questions.

New Registrants: 28

Community Contacts:

The women from the headstart program in Carmody Hills came by visiting other agencies in the community.

Some of the staff took the bus and the video setup to participate in the Fairmount Heights Labor Day parade. They gave away over 100 books.

Personnel Changes:

September 19 - Mrs. Clella Reichhardt came to work as our secretary at High John.

September 23 - Pat Sayles began work as student assistant, 20 hours per week.

September 26 - Ann Kennedy came to work as student assistant, 10 hours per week.

September 30 - Aralessa Morton worked her last day.

September 15 - Sometime this month Willie Robinson was put on the pay roll so that we could pay him for the odd jobs he does for us.

Board Activities:

Tried to have a meeting, but could not get board members to attend.

Visitors:

September 5.

Reporter and photographer from the Baltimore News American came and took pictures for a feature article.

September 13.
Karin Bricker of California called for advice on special reading materials for adult slow readers.

September 4.
Mrs. Nottingham, a librarian from Lancaster, Pennsylvania, came by to see High John.

September 16.
A Mrs. Smith from a federal Civil Rights agency called to inquire about our services.

September 18.
Mrs. Ryan, a branch librarian in Prince George's county, called for advice on program planning and expectations of behavior on the part of the children.

Programs In And Out Of The Library:

Most programs in the Library were cancelled after the theft of the video equipment and the film projector on September 22. We had been open just one week since being closed for cleaning, painting, repair and general uplifting.

September 19.
Storyhour, conducted by G. Hall, 15 children attended, no publicity. Program consisted of paper airplane contest, mystery contest, poems, stories and songs.

September 30.
Paperbacks on the bus for high school students. Willie Lovette parked the bus at 57th and I streets. About 70 books were circulated in 45 minutes. We intend to continue this twice a week as long as weather permits.

MONTHLY REPORT

High John Library

October, 1968

Hours of Service:
Monday, Tuesday and Wednesday: 12-8; Thursday and Friday: 12-6.

Circulation Totals:

	Books	Paperbacks	Total
Adult	58	46	104
Juvenile	462	150	612
Total	520	196	716

Reference Questions:
76. Most of the questions recorded were school questions, even the adult questions. There were no questions recorded concerning the upcoming elections; there were questions about health, zip code, recreational reading and hobbies.

New Registrants: 62

Personnel Changes: None

Community Contacts:

October 1

E. Parker attended PTA at Seat Pleasant Elementary School.

G. Hall attended PTA at Fairmount Heights Elementary School. President asked about films for future PTA meetings. Mr. Gray asked every parent to read an article in the current Reader's Digest. No one has come to the library to read it.

October 7

Marjorie Owens, student from Howard University, working with county Welfare Department's Family Services Mobile Unit, came while visiting other service agencies in the community.

October 8

New UCAP workers were brought by as part of their orientation to the neighborhood.

October 16

E. Parker attended Homemakers' Club Meeting. Mrs. Luckett asked if we could get them a film on menopause. We have been able to get one.

October 20

E. Parker walked through Englewood, visiting with whomever she found at home.

E. Parker attended Girl Scout Mother's meeting.

Community Contacts: (Cont'd)

October 21
Mr. Gross from UCAP and the workers from the local Job Corps office came to visit Hj to see what it's all about.

October 24
Sr. Marcilene, from Our Lady of Mercy Church, brought three deacons working with her in their special community out-reach program in the parish.

October 30
E. Parker attended UCAP Board Meeting.

Board Activities:
Plans for meeting first Sunday in November.

Other Librarians Inquire About High John:

October 1 - John Lasuer, recent graduate of Syracuse Library School, came because he had heard so much about High John.

October 11 - G. Hall, E. Parker, W. Lovette were guest speakers at a meeting of Harford County Librarians and others in the area.

October 15 - Mrs. Elizabeth Clarke:, a supervisor in Prince George's County Libraries, came with two other PG County school library people.

Miss Isobel Lynch, of Maryland State Library, Elizabeth Mullen and Louis Wilson, of Maryland Institution Libraries, came by with Mrs. Abilon.

October 16 - D. Moses spoke at a meeting of Arlington County librarians.

Programs In and Out of the Library:

October 3 - Program for mothers of preschool children in the Welfare Day Care Center, as part of WDC'S continuing parent education program.

October 8 - Preschool storyhour. M. Hightower's continuing Tuesday afternoon storyhour for children. She drives around to pick-up.

October 15 - M. Hightower's preschool storyhour.

October 17 - W. Lovette and 9 teens took the Video Tape Recorder to show tapes and make tapes so the teens in Edgewood could see what Hj teens are doing and could see themselves on television.

Pat Sayles had the first preschool storyhour for the three year olds.

October 21 - E. Parker had adult film program, trying to let adults know what the library is all about.

Programs In and Out of the Library: (Cont'd)

October 22 - M. Hightower's preschool storyhour.

Headstart class from Fairmount Heights Elementary visited the library for a storyhour.

October 23 - High John celebrated its first birthday with balloons, free Pepsi, music in the yard, movies in the basement, free books, free pencils, and a four-tier birthday cake with candles.

October 24 - P. Sayles' preschool storyhour.

October 28 - Second grade class from Fairmount Heights Elementary visited the library.

October 29 - M. Hightower's preschool storyhour.

K. Ecelbarger and W. Lovette had feature film program, Robin and the Seven Hoods.

First meeting held of new teen service club called LARC's, Library Associates Round the Community.

October 30 - Headstart class from Fairmount Heights Elementary School came to library for storyhour.

October 31 - G. Hall and P. Sayles gave a Halloween Party for children in first through sixth grade.

W. Lovette and P. Sayles took Video Tape Recorder to the Day Care Center for special storyhour.

APPENDIX C

Dissemination Materials

University of Maryland
School of Library and Information Services
For immediate release:

June 26, 1967
Release #101

A LIBRARY SCHOOL "POVERTY PROJECT"

- A New Approach to Preparation for Public Library Service -

Beginning in the fall of 1967 an experimental project in library education and research in the area of work with the disadvantaged will be conducted at the University of Maryland's School of Library and Information Services. The special program--the first of its kind in library education--will provide Master's Degree students with field, classroom and research experience in serving the economically and socially deprived. Locus for the project will be a demonstration library specially created in a community in Prince George's County, Maryland. In addition to actual field experience in planning and carrying out policies and programs, students will engage in independent research investigations designed to study and assess varied types of services and their effectiveness.

Director of the laboratory situation will be Richard B. Moses who comes to the task from the Enoch Pratt Free Library's Community Action Program in Baltimore. There Mr. Moses developed a number of specialized approaches including novel publicity devices, extensive use of the paperback and various uses for mobile library units. Co-director of the experiment will be Dr. Mary Lee Bundy who brings a wide background in public library research; it is she who will direct student research efforts.

The project, to be conducted over an eighteen-month period in its first phase, will attempt to aid library education by experimenting with new methods of student involvement and empirical learning. It is hoped also, that an accurate assessment of the value of the laboratory approach with its attempt at bridging the gap between theory and practice can be made.

The program itself will be continuously evaluated by a group whose nucleus will be the research committee of the School, supplemented by a number of social scientists with relevant experience. Assessments will be based on reviews of student papers and on reports by the faculty members engaged in the program. The experience and data gained will be disseminated through the library world for discussion and, where relevant, practical application.

The project is being funded by the U. S. Office of Education, but with additional support from the Prince George's County Public Library, through grants from the Maryland Division of Library Extension.

The formal course program consists of three courses (a minor in the Master's degree curriculum): an introductory seminar in library service to the disadvantaged, a research methods course, and an individualized course in independent study. Field work is an additional feature of the project. The course work will be open to all interested students of the School and the project provides the opportunity for four students to participate as research assistants, receiving stipends of $2700 and tuition waivers. Students accepting assistantships will be expected to be imaginative, creative, able to improvise and of course sympathetic to the needs of the population to be served.

Inquiries and applications for assistantships are invited immediately.

Write:

Public Library Laboratory Project with the Disadvantaged
School of Library and Information Services
University of Maryland
College Park, Maryland 20740

University of Maryland
School of Library and Information
For immediate release:

October 10, 1967
Release #SLIS 104

HIGH JOHN LIBRARY OPENS

The High John Library at 61st Avenue and Lee Place in the Fairmount Heights community of Prince George's County has announced a Grand Opening date of October 23rd. From ten in the morning until nine at night, visitors to the new library may browse through a variety of imaginative marvels. Among them -- especially for the children: a bear that goes up in a balloon, a ball of string taller than a boy, a homework machine, a dinosaur egg that hatches, a snake that goes to school and, best of all, Flat Stanley, a boy so thin you can slide him under your door. In the evening, free outdoor movies, hourly story sessions, live music and a giant searchlight will highlight the program. For adults, High John offers ideal meals, model homes, free tips on sewing, car repairing, child care, budgeting, job finding and home study of every kind, plus plays, poems, prose and plots of every order: villains, voyages, spies, space travel, romance and recreation. Everybody is welcome; the library is a free service to all communities in the area.

A cooperative venture of the University of Maryland's School of Library and Information Services and the Prince George's County Memorial Library, High John (named for a Negro folk hero) was established to provide both library service of all types to its surrounding neighborhoods and an experimental laboratory where students in training for librarianship at the University's graduate school could develop and operate inventive programs of particular interest to unserved communities.

The project is funded largely by an 18 month grant from the United States Office of Education with substantial material support from Prince George's County.

Librarian for the project is R. Geraldine Hall, formerly of the Enoch Pratt Free Library in Baltimore, while overall project directors are Dr. Mary Lee Bundy and Richard B. Moses of the University faculty. As a part of the High John Library project, an introductory course in library service to unserved communities is being taught at the School of Library and Information Services. The project is expected to run for three years.

University of Maryland
School of Library and Information Services

March 22, 1968
Release #SLIS 112

For immediate release:

The University of Maryland School of Library and Information Services High John Project announces a conference/workshop to be held at the University's Center of Adult Education on the College Park campus on May 23-25. In concentrating on Library Service to the Unserved: Influencing Change in Education and Practice, the discussion will center upon "Librariapathy" and squarely confront the issues relating to the "non-user", the "disadvantaged", the "culturally different" and upon both pragmatic and educational/research dimensions.

Serving as co-directors of the conference will be Dr. Mary Lee Bundy and Richard Moses. Program participants will include some of the foremost practitioners of library outreach programs: Eva Williams, pioneer in New Haven's store front branch efforts; Bessie Bullock, one of Brooklyn Public's community coordinators of outside-the-library efforts; Don Roberts, proprietor of the imaginative Venice Branch Library in the Los Angeles suburb.

It will also include the following educators concerned with the implications of innovative library efforts for teaching and research: Rodney White, Cornell sociologist, now studying library education in the Maryland Manpower Research Project; Paul Wasserman, Mary Lee Bundy, and Richard Moses, dealing with the educational and research implications of the High John Program. In addition, the students enrolled in the course work and intern efforts at High John will also participate

The conference sessions will be run arena style, that is, the audience will listen to the discussion, and at periodic intervals, be invited to comment or question panel participants. The first day will be centered upon practice, the second upon educational and research issues, the final morning on inter-action between the two with related discussion. The objective will not be to offer how-to-do-it counsel; but rather to thoroughly analyze and assess both practice and education for service to the unserved, with particular concentration upon the dialogue between practitioners and educators about the types of librarians needed and what must be done to prepare them. During the meeting, some of the High John activities and media will be demonstrated and a bus tour to the laboratory library will be included in the program.

The Institute fee for the two and one half day session is $75.00, exclusive of hotel and meal charges. Registration for the sessions will be limited. Inquiries may be addressed to High John Project Conference, School of Library and Information Services, University of Maryland, College Park, Maryland 20742, Tel. 301-454-3016

University of Maryland
School of Library and Information Services

January 17, 1969
Release #SLIS 121

For immediate release:

Dean Paul Wasserman of the School of Library and Information Services, University of Maryland, announces the beginning of the second phase of the High John Project, an experimental program in library education for work with a specialized clientele, and the appointment of Annie T. Reid as Project Director.

The purpose of the project is to provide Master's degree students in librarianship with academic and field experience in library service to the disadvantaged and to develop a program of research as an integral part of the education program. In the first phase of this effort the School mounted a laboratory library in a poverty area, the High John Library. During the next year this laboratory, now operational as a fledgling branch library of the Prince George's County system will continue their partnership in a joint program designed to create field experience for students and to provide a shared involvement in public library experimentation and adaptation. One objective is to broaden the concept of traditional public library clienteles by deliberately seeking to attract non-users through viable library and information programs which serve their needs and interests. The University's goal is to improve the capacity of librarians who can fulfill such an objective in public library service.

Student interns and researchers will undertake projects designed particularly for special populations. Examples of contemplated field work are:

- use of the story-telling hour to enhance self-concept: an effort in limited intervention with pre-school children;
- a library-parent venture in creating a program of high stimulus impact to prepare pre-school children for reading;
- recruiting for measles innoculation by locally produced video tapes;
- exploration of the dissemination of selective information to a target sub-group;
- compilation of homegrown prose and rhyme for the library collection to be used as an adjunct to a one-to-one adult literacy effort.

Mrs. Annie T. Reid first associated herself with the High John program in September, 1968, when she became a consultant. In the second phase she will function as Director of the Academic and Laboratory Program, while offering the seminar in library services to the disadvantaged in her capacity as Lecturer on the faculty of the School. Mrs. Reid is a sociologist and specialist in education with experience in social science research and poverty program development. She holds a B.S. degree from Simmons College, Boston, and an M.A. from Boston University. She has studied further at Harvard's Department of Social Relations, Columbia University's Bureau for Research in the Social Sciences, at Howard University where she was a National Science Foundation Fellow in 1956, as well as at George Washington University.

Mrs. Reid's background includes service as Deputy Director, Research Division, United States Commission on Civil Rights; Counseling

Supervisor, Deputy Director and Director of Manpower Programs, United Planning Organization; Visiting Lecturer at D. C. Teachers College; Director of Student Activities and Associate Professor at Bowie State College; and counselor, classroom teacher and principal in the Washington, D. C. schools.

A Departure in Library Education

MARY LEE BUNDY AND PAUL WASSERMAN

THE SCHOOL of Library and Information Services at the University of Maryland has recently become the first educational program in the country to operate its own public library facility. It is not, however, this unique feature of its "poverty" project which is most significant, nor that this is an experiment in library service to the disadvantaged. We believe this project is important and timely because it represents an active effort to help library education vary its traditional patterns so that it in turn can help to influence and reshape professional practice.

Libraries in the 1960's and 1970's, unlike their historical antecedents, must respond to changing societal values which influence variations in the expectations for library service. To continue to be viable in these times changes in response to social and intellectual requirements must be fostered. This is as true of academic as it is of public libraries. But even given a disposition on the part of the institutions to modify their terms and arrangements, there is a lack of experience and background with which to adapt and to innovate so as to change the traditional arrangements. In order to make it feasible for libraries to adapt their offerings, it becomes necessary for educational programs to help embryo librarians during the course of their educational indoctrination, to assume new commitments and responsibilities and to understand their nature, rather than to deal hortatorically with them in idealized terms.

If library education is to effectively bridge the gap between theory and practice, it is essential that it experiment out in the field, and, where necessary, to afford students access to the laboratory within

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Miss Bundy is a Professor and Wasserman is Dean at the newly accredited School of Library and Information Services at the University of Maryland.

which to observe, to participate, to study and to learn. In some fields this may be possible by utilizing existing agencies and facilities. But for purposes of experimentation and research, particularly where it is related to adaptation and modernization, the library school must sometimes create the proper environment. The present program is viewed therefore as a necessary step in furthering education and research through the use of a field laboratory approach.

At earlier stages in the history of library education, field experience was a requisite in assisting the student to identify the practical work-a-day affairs necessary for effective procedural performance. But practice in conventional libraries tends only to reinforce current conventions rather than to encourage new departures, the search for radical solutions to old problems, or the type of experimentation necessary if libraries are to advance. It was precisely in order to create the kind of laboratory which would tolerate such experimentation where none existed that the University of Maryland School of Library and Information Services found it necessary to move squarely into the business of providing a demonstration public library service.

The original design for the effort dates back to 1965 when the School sought unsuccessfully to interest the Office of Economic Opportunity in providing assistance to develop a public library laboratory for use by people in a culturally and economically deprived community. The idea was furthered during seminar discussions in the spring of 1966 when Mary Lee Bundy's class centered its concern upon library service to the unserved, with the situation in Maryland serving as the case in point. The students here analyzed the role of the public library and the problems and potential involved in expanded commitments to include this segment of the community. During the course of this semester the basic issues were debated and understanding was enhanced through hearing the points of view of invited experts in discussion of the particular problems of working with this group. One outside participant was Richard Moses, then with the Enoch Pratt Free Library's Community Action Program in the Baltimore inner city. When Moses later indicated his potential interest in participating in the School's proposed project, efforts were begun in earnest to solicit support for the experiment.

The concept of library education committing itself to the problems of laboratory and research work with the culturally deprived, elicited interest and enthusiasm everywhere it was discussed. Support was volunteered by the Prince George's County Public Library within whose region the laboratory is physically located, from the Maryland State Department of Education's Division of Library Extension, and also from the Research Division. Ultimately the program was funded by the U.S. Office of Education with supportive contributions from the Maryland State Department of Education's Division of Library Extension through grants administered by the Prince George's County Library to cover certain elements of staff and book costs. The joint directors of the project are Miss Bundy and Moses. As the program was finally conceived, Miss Bundy was designated director of the academic and research portion of the program with Moses assuming responsibility for the laboratory and demonstration portions of the program as well as the supervision of the student field experiences and the special seminar in library service to the disadvantaged.

The design of the educational experiment and the plans for evaluating the entire program sequence will be of special interest to those concerned with library education. The program consists essentially of the following elements: a laboratory placed in the field designed to serve as a demonstration project for experimentation, teaching, and research; a formal course sequence for graduate library students especially selected to engage in formal and informal study and to carry out research efforts as part of their program; an evaluation procedure designed to measure and assess the results of the entire experiment; an institute or workshop program planned to share the insights which grow out of the entire project with others engaged in library education and research.

The field demonstration laboratory has been designed around the concept that conventional public library branch service presents insurmountable barriers to use by low income citizens. If the library is to be effective in reaching this portion of the community, it must have a different orientation and it must be contained in something other than the traditional, symbolic middle class structure. The view was that, at least in the early experimental stages, the most workable approach would be found in the provision of service in a far less conventional library setting unlike the typical branch. The High John Library as it has been designated (named for a Negro folk hero) is contained in a private residence in a ghetto district in a building like others in its surroundings. The laboratory program which was scheduled to begin in late October, was to be addressed to the needs of both children and adults in the community. Adult services are planned to be oriented to both cultural and informational needs and interests.

The specific elements of the demonstration were to include the following: (a) An Information Center, including a basic reference collection and a referral service to local agencies; (b) A Reading Center, furnishing paperbacks, large print books, children's materials, and "how-to" books; (c) A Learning Center, including tutoring on a small scale; games, puzzles; (d) A Listening and Looking Center, involving films, recordings, and art; and (e) Outside Activities, including stoop storytelling, films, and a book barrow.

The experimental program is designed to elicit a high degree of community involvement. A citizens' advisory group is being formed which will offer program suggestions to the project director. The demonstration efforts will work in close harmony with the social, religious, and educational agencies in order to realize its full potential in the community. In essence, the project is being planned in order to extend library service to a disadvantaged group which had not formerly been library users. While the program departs in a number of significant ways from traditional public library forms, it is not expected that it will be so radically different that the ingredients could not be reasonably adopted or adapted by public libraries which are motivated to carry beyond the bounds of conventional library arrangements.

Setting for the laboratory: The community to be served is the Cedar Heights area, located on that side of Prince George's County which borders on the northeast portion of the District of Columbia. This community, according to census tract data, ranks as poverty stricken on a national basis—a large proportion of the residents possessing the characteristics known to be associated with poverty—broken homes, persons with low family educational level, unskilled male labor force, substandard housing, and low family income. The community has such concomitant social problems as a high incidence of school drop-outs, unemployment, illegitimacy, and venereal disease, as well as a widespread lack of awareness of how to obtain services or how to change the situation. A minority of residents are government workers, ministers, and other professional people who are willing to articulate their concerns and to work for improvements. There are some community efforts underway and a small but willing audience for new suggestions. This community has, as does much of the county, a distinctly southern flavor. The white visitor is very apt to be treated with formality and some show of subservience. Though the outward hostility found in some seething northern urban settings seems less in evidence here, it may be even more difficult to break through the façade of congeniality.

Students selected to participate in the program were chosen on the basis of their admission to the master's degree offering in the School of Library and Information Services. In their selection such factors as motivation, psychological maturity and interest in the project, in addition to academic record, were carefully assessed. A number of students who were registered in the School's program before this special project had begun have decided to participate; indeed some delayed their graduation in order to be included in the first classes.

The Educational Program

The educational program consists of the following courses:

A Seminar in Library Service to the Disadvantaged. This course is being especially developed by the laboratory director in close collaboration with other faculty members in the School. It is planned to include contributions and lectures from other appropriate faculty members of the University including those from the School of Social Work and the Departments of Sociology and Psychology. The course content consists of presenting the background and the social theory relating to the groups to be served, prior developments and library services as practiced with the disadvantaged, and actual field experience in the work of the project.

A Research Methods Seminar in which the students are to be introduced to research approaches and techniques viable in the social sciences and applicable to the range of problems inherent in conducting analysis of efforts with deprived constituencies. As part of this seminar, each student will design an independent research project closely related to the program and objectives of the demonstration project.

Independent Study, a seminar organized so that each student will have a formal opportunity to pursue his research topic and develop it into a fully drawn research report under faculty supervision.

This course sequence, totaling nine academic hours, will in effect constitute a minor in the School's present master's degree program, and thereby provide a strong element of preparation for individuals with an orientation toward the analysis and review of pragmatic concerns for library work for the poor. Students are also encouraged to make a selection from courses outside the School in other departments of the University from such fields as economics, sociology, and social work.

It is expected that each student will generate his research topic out of the experience which he gains through his contact and association with the demonstration program. The choice to avoid a highly structured research program is a deliberate one. Indeed, a great deal of this experiment's potential and vigor lies in letting the research emanate from the experiment, for otherwise the research could find itself caught in highly speculative *a priori* definitions of problems and solutions.

The broad range of research potentials can, however, be identified. These include the following:

A. Research concerned with identifying clientele needs and avenues and approaches to reaching users including case studies of users and user groups; more general surveys, and projects which seek to identify and analyze sources of information available regarding communities, their activities and characteristics.
B. Analysis of particular aspects of the library's program—case studies of such programs as film programs, story hours, etc. Here the student may function as a participant observer in action programs seeking to assess what works and what does not and why.
C. Techniques for measurement and evaluation—projects specifically concerned with developing and testing measures of the success of projects and programs. At a later stage, students may develop guidelines and program guides for other libraries interested in undertaking such programs.
D. Management studies and assessments—for instance, assessments of the use of volunteer helpers in the library; report and assessment of the role of the citizens' advisory committee, etc.

The entire program will be evaluated by a group using as its nucleus the research committee of the faculty of the School of Library Information Services. To this group have been added several members from other disciplines. The composition of the committee thereby reflects the perspectives of the academic community, research, scholarship, and evaluation in the field of work with the disadvantaged, and representation from the active field of social welfare. The members of the group who are not faculty members of the School are the following: Jennie McIntyre, a faculty member in the Department of Sociology at the University of Maryland; Jane Mathieu, Director of

Echo House in Baltimore; and William Lawrence, Chief of Evaluation and Research, Community Action Program, Office of Economic Opportunity.

This body will review the work of the individual students who have participated in the program through an analysis of their formal papers. The laboratory program itself will be evaluated and reviewed by requiring that the experimental laboratory director provide the committee with periodic reports on the activity in the program. In addition, the committee will act as an advisory group to the project. A final report assessing the soundness and implications of the experiment for library education, research and public library practice will be prepared by the principal investigators for the critical review of this committee.

Since July 1 when Moses joined the faculty of the School his time has been concentrated upon renting of suitable housing, arranging for the renovation and securing of furniture and books for the experimental library, and the preparation and presentation of the seminar. Geraldine Hall has come from her post as a children's librarian with experience in the inner city at Enoch Pratt Free Library to serve with the staff of the demonstration library as its librarian. Four students in the master's degree program have been selected as graduate assistants in order to participate in the work of the project.

Since support for the project came very late in the 1966-67 academic year, distribution of announcements designed to reach students who might have had an interest in involvement in the program for the fall semester were necessarily quite delayed. In spite of this a number of students appeared to have come to Maryland specifically to participate in this program. The plans called for the laboratory to officially open its doors late in October. In the fall semester the first course in the study sequence, the seminar in Library Service to the Disadvantaged was scheduled to begin. During the spring semester Miss Bundy's Research Methods Seminar, especially geared to this program, is to be offered. During summer 1968 students will pursue their independent study project.

Reports on this experiment in laboratory activity, education, and research will be developed in a number of ways. There are plans to hold a three-day conference for library educators in order for the principals in the program to report their experience some time late in the academic year 1967-68 and at that time to discuss both the practical and theoretical issues relating to this academic experience. As appropriate, those research papers of high merit stemming from student research activities will be issued in the School's student publications series or through the general media in librarianship. During the course of the entire program the advisory board will continually evaluate the project and at the conclusion of the first phase of the experiment there will be a thoroughgoing evaluation and review prepared for general distribution.

A project such as this is fraught with hazards. Too frequently it becomes the focus for attention far sooner than it should. Publicity of the wrong kind generates information which can be misleading, erroneous or both. As a pilot venture in an area where experience is very limited, the risks of going operational too soon are present.

What is planned is a carefully controlled experiment designed to further the potential of library education by preparing carefully selected students to experiment in as yet unanalyzed situations. In the process perhaps the ways and means by which some of our institutions may adapt their perspectives and their practices may be identified. The ultimate goal is for those graduates who have pursued this course of study to go into different institutions in different parts of the country in order to carry forward their work. One deterrent may be the fact that some of the students in the program are not mobile and will be restricted from considering opportunities elsewhere. Another question relates to whether, as in the case of Americans who frequently are disillusioned when serving in underdeveloped nations, some starry-eyed students may find that activity with the disadvantaged is less romantic and appealing than they had hoped.

Our expectation however is to attract and equip recruits to librarianship who will be drawn to it specifically because they are the type of active, dedicated and purposeful human beings who relish the challenge and opportunity of meeting head on a basic societal problem. These individuals are too few in our present ranks and the experiment is viewed as one way of actively attracting and drawing them into our profession. It is hoped that the experiment may assist in filling grave gaps in knowledge and experience encountered not only by those who practice in the field of public library service but, more importantly perhaps, among those who seek to educate and prepare those who will succeed them. This program is a precursor of other similar efforts which the School hopes to undertake in its mission of helping libraries of whatever type to adapt and to innovate in order to meet contemporary responsibilities.

In order to achieve these ends it is encumbent upon us at Maryland to candidly report the problems, the difficulties, the failures as well as the hoped for successes. Based upon such intelligence perhaps library education may be better prepared to consider modifications in course offerings, in the use of the field laboratory as a device for relating the academic world to the world of practice, and in adapting their research training so that it will focus more heavily upon empirical issues of contemporary importance rather than solely upon the bibliographic and historical dimensions of librarianship. These are the purposes, the goals, and the high hopes for Maryland's "Poverty" project.

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

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I certify that the statements made by me above are correct and complete.
JANET C. PHILLIPS, Managing Editor

Jottings from High John: Random Paragraphs Toward a Sometime Article

Richard B. Moses

Field Director, High John Library Project
School of Library and Information Services
University of Maryland

A NEW APPROACH TO EDUCATIONAL PREPARATION FOR PUBLIC LIBRARY SERVICE: AN EXPERIMENTAL PROGRAM IN LIBRARY EDUCATION FOR WORK WITH A SPECIALIZED CLIENTELE.

by

School of Library and Information Services
University of Maryland

and

Prince George's County Memorial Library

out of

United States Office of Education

We just call it the High John Library Project, and I don't really want to write an article about it. The literature is already chock full of stuff on, as Ralph Shaw says, "How I run my library good," and reading about High John could be just as stultifying as "My thirty-seven bookmobile stops and how they grew."

If only we could draw it in pictures or better yet convey it by ESP; but I guess until something new comes along, we're stuck with words on paper. High John is meant to be experienced so maybe we can present it that way.

It starts maybe with a bird. In his tall cylindrical cage, Chico, the Half Moon parrot, snared by Kay Ecelbarger and given us with the warning that "he bites," surveys his book world usually with one beady eye. He eats his sunflower seeds and hollers now and then, but that beady eye is ever suspicious. Get too close and the parroty bill cocks itself in readiness, lest somebody try to invade his world.

Chico's world is microcosmic; the macrocosmos is our communities of Fairmount Heights, Cedar Heights, Chapel Oaks, Seat Pleasant, and others, and we are the intruders. So many people been messing with these folks, they're tired of it—of surveys and promises, plans and proposals: so we planned in the quiet and prepared without fanfare. Then we opened with a bang! No promises, no proposals. Just, bang! A library—and here it is.

READ A HUNDRED BOOKS, GET AN ALLIGATOR FREE, says a sign. "A live alligator?" You bet! "Well—I already read three books."

NO ESCALATION, says another sign and piques the puzzlement of all.

* * *

"We need a certain exact kind of steel bracket shelving; no it can't go out on bids," we say to the money people. "THIS kind. Because we can tilt the shelves so the books are presented face out like on a wide easel. Face out! Who on earth is interested in the spine of a book? Cover out! Pictures! I don't know, maybe half the shelving at High John will be like easels. All the McNaughton books rented are on easel shelving. Absolutely! What's the sense of having all the latest best reading if you hide it away spine out on some ordinary shelf?"

* * *

The next thing we decided? Carpet on the floors! "But—" But nothing. Just walk around a little. Quiet! Soft! Beautiful! Adds a whole dimension to the library. Plus, no floors to wash, wax, slide on and like that. A dark blue-green carpet, wall to wall, then mist-green book shelves, bright red bookends and shelf labels, two gold lounge chairs, one green one, and a wild Danish camp lamp in the First Room.

In the Middle Room: all table. Almost. A round table, four chairs. All the reference books. All the sex books. Sort of the Older Youth (formerly Young Adult) section. But not labeled anything except Middle Room. In the kitchen (this is a once house we're talking about) the circulation desk—except for registration which is done just inside the front door by a librarian.

* * *

That's the Book Box. Got the idea in Baltimore when we were setting up library rooms in the neighborhood centers. All the big skinny books, the picture books, lots of fairy tale books were supposed to stand by themselves on the bottom shelf. Right off, of course, they fell off: a big heap of books on the floor. Great! Rustle and plow through them. Fine fun. Why not get ahold of a sort of sand box type thing—off the floor but low enough for the little tykes and then just dump the big books in it and let the kids all grumple through them. Couldn't buy one, had to make it. About four by three by two feet high and painted yellow to go with the two deacon's benches. Book Box works fine except for one thing. Supposed to be casual (messy) looking; the kids keep straightening it up! Neat piles, all in order. Fie!

* * *

What squeak? Oh, that. No, not Chico—the paperback racks. Spinning around. We took the doors off the big closets. Voila! Paperback nooks. Great sound, right? Creaking, squeaking; books are circulating.

* * *

Those things? Tokens, man. Tokens? Yeh. You pay for your books with 'em. No books without 'em. You get 'em right here. Sign your name, then get your tokens. Books due in two weeks. Renewable. No fines.

* * *

Aralessa, Daran and Rick—they run the desk in the kitchen. Clericals, you might say. They live right around here. In school or out of school or night school—one of each. Sharp kids.

* * *

No, man. No volunteers. We pay everybody. Volunteers don't make it. Doing somebody a favor they figure. "Maybe they won't miss me if I'm late today." No good. We pay everybody. Except eight of the twelve members of the University's graduate school class in Library Service to Unserved Communities. It's part of their academic requirement to put in at least four hours a week at High John and to develop a special program or project for the library. They get a grade. Four twenty-hour people, also student assistants. Half time school, half here. They get a good stipend and tuition waiver.

* * *

What's going on in this library? I'll tell you what's going on: nothing much yet! Ask us in a month. We just finished our shakedown cruise. Two rough weeks. Shake-up cruise, maybe. Bunch of little imps bustin' in the basement—just up to mischief; 300 kids crammin' into the First Room; older cats lollygaggin' on the Corner Room floor, wall to wall legs. Just waitin'. Testing. We made it. Most important thing first couple weeks: set up a pattern for order and discipline that everybody understands. Library is warm and welcoming, but don't bug me, dad. I don't bug easy and I don't shock easy so you try messin' with me, you'll be out on the street again. Smoke? Sure just pick up an ash tray, check the "pot" at the door and smoke all you want.

(Okay, what's up here? "Nothing man, I ain't doin' nothing." Right, and a good night to you, my friend. We'll see you tomorrow. "But, I ain't doin' nothing." The best reason in the world to leave. When you come here you do something even if you just sit there and cool it. Doin' nothing means playin' around. Forget it. We'll see you tomorrow. Come back Friday night, too. Teen canteen in the basement—if that committee ever decides to make it here.)

* * *

The basement? Aha! Ask Tim Huston about the basement. Tim is a lot more than just tall, but that was the clincher in getting that flamin' sheet rock up on the basement ceiling after the Fire Marshall said make the downstairs burnproof. We did it—the hard way, and learned the same way. How to find the beams after you've covered them all up. How to strap a couple tin cans on your feet to move around on and still be high up. Experts we got to be inside a month. See those walls around the furnace? We did that, too. Probably saved a couple hundred on labor alone all told. Oh yes, ask Persis Darling, too about the basement. She who painted the outside direction signs for all the roads around—painted them in clouds of plaster dust.

* * *

The saga of the lost hammers. "Where's the freedom hammer?" Should be engraved on the cornerstone. Where is it? Nobody knows. Lifted? Walked away? Busted? A little of everything, probably. Eight hammers vanish. Job is finished with hammer number nine! (Maybe a sign: READ A THOUSAND BOOKS, GET A HAMMER FREE!)

* * *

The day the chairs came. Class meeting at High John. Martha Ashley, former library in Fairmount Heights, present resident of nearby Chapel Oaks, is guest speaker. Up drives huge semi-trailer truck. One driver. Contract says: dump it on the lawn. Everybody—"Class break!"—everybody carries boxes of chairs into basement. Martha Ashley, too. A wondrous sight to tear the eye. Fifteen minutes, the truck is empty. Everybody glowing from Faustian manual labor, let alone from helping the High John.

* * *

High John? Actually, High John, the Conqueror, that is to say, High John de Conquer. A mythical morale officer for ante bellum slaves, an omnipresent dispenser of hope and humor; a sly folk hero fox of a man who with winning wit and cool cunning would outwit Massa hands down —well, usually. "Ol' High John," they'd say, "wouldn't let this get him down. Why I recall the time when Big John . . ." And the stories passed themselves around—and then were lost. A few yet, but most gone. Gone with the memory of High John de Conquer. Until.

* * *

How long? We started thinking about this project away last spring sometime—spring 1966, that it. How to set up teaching training classes and a laboratory library to give the middle class librarian-to-be a taste and a talent for working with "those people"—a real so-called library "poverty program." Arid paragraphs of proposal written and rewritten, then the search for funds. Eugene Kennedy at USOE picks up the ball and the money squeezes in just under the fiscal deadline on June 28, 1967. Nettie Taylor at Maryland State Library Extension Division gives a boost, gets LSCA money to us through Prince George's County Library. PG also gives us a boost with books, maintenance services and best of all, Gerri Hall, hired away from Pratt in Baltimore to be High John's librarian full time.

* * *

So we are on the way. Shake down is over—some still shaking a bit. We are ready to start programming. The sky is no limit. Absolutely not! Whatever activity is not covered elsewhere in the community—cultural, education, social, entertainment—is ours. We'll initiate, coordinate, operate, cooperate, publicize, advertize, synthesize and most important, analyze.

Dr. Mary Lee Bundy: analyzer extraordinary, Research Director for the Project. Substantial and significant portion of project is research and evaluation of what goes on, why, how and all the rest. Aim: entire library profession must be in on what happens at High John. Profession—is it possible—could well be changed a bit by new discoveries, if any. The inner city library as well as its parent and peers in center and suburb could profit. But, we need solid, researched conclusions, formulae, evaluated experience. We'll have it. Students-in-training are encouraged to take Research Methods course next, then do independent study for additional three credits. Too much one-shot stuff going on trying to "reach the unreached"—no analysis done, no conclusions reached. One-shot, half-wise stuff. Library as a whole still fails to reach out far enough.

High John Project represents one of two frontiers in library field, the other being automation. Tim says technology vs. humanism. Maybe so. But we are forgetting people. People! No machines needed here. Can't automate feelings, smiles, the wiping away of tears. No way to program it. Reading Kafka to teenage boys, *Curious George* and *Ask Mr. Bear* to smaller fry. Got to be done, folks. No machines needed. Twenty-five per cent of Affluent Society grinding in poverty ("Poverty is so boring." How can library deal with boredom?), "information explosion" means nothing here; better to answer, What does a lemon look like? What is grass? People needed, smiles needed, trust needed. Understanding and patience needed. Leave your middle class "normality" for a while. Flex! Bend! Be supple! Learn, friends, learn. Close your mouth; open your ears and eyes. Don't just hear: listen! Be afraid, full of fear (we all are), for your life if need be as the darkness moves around the High John, but know also that Sam Grey and others like him are next door ready in an instant to aid and protect "Their" library and "Their" librarians. "I hope to God", said Sam, "you folks'll stay around here for awhile."

* * *

It is opening night, Monday the 23rd of October. The man drives up with his truck. On the truck, a mammoth generator and the biggest, hugest, most monstrous searchlight ever seen. He fires it up. Straight into the night sky a beam reaches and circles and sweeps. Now it starts: free Pepsi, balloons, lollipops. Outdoor movies—the christening of our mobile film van, story sessions. And kids! Hundreds of kids, thousands of kids, it seems. Families come, too. Sam Grey. Martha Ahley. Violetta Waites brings fresh flowers from the Sunbeam Youth Group of Chapel Oaks. Flashbulbs, posing, grumpling in the Book Box. Suddenly the floor quivers, shakes, pounds. The Dynamic Cyclones are tuning up in the basement. Nine pieces of amplified sound! Tremendous! The basement is jampackedtight. Nobody dances. Just digs. The house quakes. Somebody upstairs says, is this the way it is all the time? Outdoors, while the beam sweeps, the truck driver joins in the laughter as Laurel and Hardy romp through "The Golden Age of Comedy."

Three hundred people sign up for tokens.

Darkness deepens, the crowd begins to thin, there is still Pepsi left. Save your cups, rises the cry, no more cups. Sam Grey and his sons and friends help tote the Pepsi kegs inside. The movie van is dismantled. The giant beam slides silently back into its glowing bowl. The band packs up while little boys walk on their hands on the basement floor. The crowd drifts away, down the unpaved streets, moving between infrequent street light pools. The library grows quiet—reluctantly. Chico is covered for the night. Doors locked, lights out. The cries and laughter of High John's children come distantly.

* * *

Sigh. High John is open. Now our work begins.

Please Post

"WHAT'S HAPNIN', MAN?"

ANNOUNCING:	a THINK session at the University of Maryland School of Library and Information Services, sponsored by the HIGH JOHN Library Project
TO CONSIDER:	the current state of the Library's confrontation with "librariapathy," i.e., serving the "disadvantaged," reaching the "unreached," etc.
TO EXAMINE:	"front line" library activities with people; and Library Education: what it is doing (to)(for) the effort
FEATURING:	Bessie Bullock, Community Coordinator, Brooklyn Public Library Eva Williams, Davenport Library Center, New Haven Don Roberts, Venice Branch, Los Angeles Public Library Richard Moses, Field Director, High John Library Project Mary Lee Bundy, Academic Director, High John Library Project and Professor, University of Maryland School of Library and Information Services Paul Wasserman, Dean, University of Maryland School of Library and Information Services Rodney F. White, Professor, Sloan Institute of Hospital Administration, Cornell University and students involved in class and lab activities at High John
WHEN?	May 23, 24 and 25 (Thursday, Friday, Saturday morning)
WHERE?	Center of Adult Education, University of Maryland, College Park
COST?	$75.00 registration and materials fee (includes two lunches)
FORMAT:	in ARENA style, participants (those listed above) will present, discuss and analyze their programs, procedures and perspectives (not a remedial library course teaching the A B C's of service, but an advanced seminar to inquire into the WHY's). Session attendants may then question and comment.
1st DAY:	morning and afternoon sessions with the four practitioners, a tour to HIGH JOHN, and an evening run-down on the High John Library Laboratory/Classroom experiment
2nd DAY:	morning and afternoon sessions with educators and students analyzing and assessing implications of work with the disadvantaged at High John and elsewhere, in terms of their relevance to teaching, research, and the use of the laboratory approach with the key issue seen as influencing change in library education
3rd DAY (morning only):	practitioners and educators in confrontation. Further review and discussion, including directions for the future

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APPLICATION FORM

Name.................................Position.......................

Business Address...

...................................Telephone.........................

Please outline your interest in the Session.........................

....

MAIL TO: HIGH JOHN, School of Library and Information Services, Unversity of Maryland, College Park, Maryland 20742. Checks payable to the University of Maryland should accompany this application.

RESERVATIONS (singles $9.50; twins $13.00) can be held for you at the Center of Adult Education. Check here /___/ if you wish us to make a reservation in your name. _____Single(s) _____Twins, _____22nd, _____23rd, _____24th.

A STUDY TO DETERMINE THE ATTITUDES OF CLIENTS TOWARD THE HIGH JOHN LIBRARY

Completed as Partial Fulfillment of the Course Requirements for
Research Methods in Library and Information Activity

by

Timothy M. Huston and Alvin Miller

August, 1968

INTRODUCTION

This study resulted from the High John Library Project, a unique experiment in the field of library education. Initiated by the School of Library and Information Services of the University of Maryland and implemented with the aid of Prince George's County Memorial Library, the High John project is funded by the U.S. Office of Education.

A twofold purpose was envisioned by the originators. The High John Library was first and foremost to be a laboratory for the training of student librarians. Secondly, the library would render a community service to an economically and culturally deprived area.

This study is concerned with the latter purpose and reveals how the library patrons perceive High John, its services and facilities.

BACKGROUND AND HISTORY OF HIGH JOHN

The background and history of the High John project is briefly described with emphasis on those facets particularly relevant to this study.

A. High John Library

High John's explosive opening on October 23, 1967 has been likened to a Hollywood premiere. Searchlight! Music! Free Pepsi! Movies! Any possibility of a traditional, middle-class atmosphere was thus dispelled. Fairmount Heights is a poverty area and any library tradition was intentionally broken in an attempt to get as close to the community as possible. Radio and TV stations were notified, schools and community leaders were contacted, and leaflets distributed.

Since its opening the staff has employed a liberal approach in its dealings with patrons, trying to establish a favorable rapport with the community. While always striving toward a cultural influence for the good, the library has attempted to adapt to the cultural needs of Fairmount Heights. A policy of those connected with High John has always been to convince the patrons that it is their library, and that it truly belongs to the community.

B. Fairmount Heights

Described as a suburban ghetto, this Negro community is considered by the Poverty Division, Bureau of Census, as a "poverty stricken area." Fairmount Heights is an incorporated town in Prince George's County, Maryland, and lies adjacent to the northeast section of the District of Columbia. The area served by the High John Library is identified as Census Tracts 29, 30, and 31 in United States Censuses of Pupulation and Housing: 1960, Final Report

(PHC (1) - 166). As for any poverty area the statistics for unemployment , venereal disease, tuberculosis, and school dropout are higher, and for income are lower than national averages. These findings are reported in Fairmount Heights Area Project: A Report, prepared for the Board of Education of Prince George's County. Although a poverty area, it would be misleading to designate Fairmount Heights a true ghetto. There are shacks, unpaved roads, junk piles, abandoned automobiles, and a stagnant creek that is used as a dump. At the same time there is a considerable amount of open space which distinguishes it from inner-city ghettos with confining atmospheres. An industrial complex includes a brick yard and the central warehouses of a number of chain food stores. Self-owned local businesses such as grocery stores, cleaners, and barber shops exist on a small scale basis. There is also a surprising number of abandoned and now dilapidated buildings that once housed small businesses. The area appears more rural Southern than urban Northern in character.

NEED FOR THE STUDY

From its inception High John was accepted by community officials and patrons, but it has been difficult to define or estimate with what intensity or to what degree it has been accepted. High John's development as influenced and directed by the community's response has raised many questions for its directors, staff and other interested participants and students. How do the residents perceive High John? What is their attitude toward High John librarians? How do they compare them with other librarians? Why do teenagers, when expelled for disciplinary reasons, want to return immediately? What proportion and what part of the community population is being reached? What needs has the library satisfied? In short, what do they see in High John that makes it desirable or undesirable.

This study attempts to answer some of these questions. The clients' attitudes toward High John and the services and facilities offered by it have been probed. High John as an entity with its traditional provision of books, study and homework facilities have been investigated. A comparison of High John librarians with school and public librarians was made. Attitudes toward entertainment, socializing and discipline have been included in the subjects studies.

Based on the background of the clients and their community and the successes and failures of the High John program, the study began with the following hypotheses:

(1) That the patrons' overall perception of High John is highly favorable.

(2) That the patrons view High John librarians more favorably than school librarians, and both of these groups more favorably than public librarians.

(3) That the traditional library services are less appealing than those of High John which offer recreational and socializing benefits.

(4) That for most, High John does not fulfill the need of a library as much as that of a recreation center.

POPULATION AND SAMPLING

Various sampling techniques were considered, but after observing that there was a relatively small population to draw from during the summer because many students had jobs and did not attend the library with the same frequency they did during school, it was decided to test everyone between the ages of twelve and twenty-one. Of a population of thirty five in this age category, thirty four agreed to take the test. Table I reports some of the data that describes the group studied.

Table I

	Females	Males	The Group
Population	35%	65%	100%
Mean Age	15.08	14.64	15.06
Extremes	12 & 19	12 & 19	12 & 19
Median Age	15	15	15
Will you be going to school in the fall?	17% No 83% Yes	14% No 86% Yes	14% No 86% Yes
Mean Grade Completed	7.91	8.18	8.6
Extremes	5th & 12th	6th & 12th	5th & 12th
Median Grade Completed	7th	8th	8th
How often do you come to High John?			
Almost every day	42%	77%	65%
Once a week	33%	14%	21%
Every month or so	25%	4.5%	12%
This is the first time	0%	4.5%	2%
Did you use a public library before High John was here?	67% Yes 33% No	55% Yes 45% No	59% Yes 41% No
Have you used a school library?	8% No	5% No	6% No

Though there is a disproportionate number of males to females, most of the results are very similar. There is a significant difference in the frequency of attendance at High John. Where 77% of the males attend daily, only 42% of the females do so, emphasizing the later finding that High John may fill male recreational needs.

Other than this disparity, there seem to be few relevant differences in the two groups.

METHOD

A survey approach using Semantic Differential was used. Invented by Charles E. Osgood, the semantic differential (SD) was initially designed to measure the connotative meaning of concepts. Its application as an instrument to measure attitude was a natural by-product of Osgood's work. SD has been tested and compared with Thurstone's and Guttman's scales for attitude measurement and a high degree of correlation was found.

To measure attitude the SD employs sets of bipolar adjectives, e.g. good - bad, large - small. The subject is asked to rate a particular concept, e.g. Mother, on such bipolar scales, and a seven point differential is available to him.

good ' ' ' ' ' ' ' ' bad

7 6 5 4 3 2 1

The positive end of the scale - scores of 7, 6, or 5 - indicate degrees of favorable attitude; a score of 4 expresses a neutral attitude; scores of 3, 2, or 1 - the negative end of the scale - represent degrees of unfavorability. For interpretation purposes, number scores can be translated arbitrarily to verbal levels of attitude as follows:

Score	Attitude
7	Extremely favorable
6	Very favorable
5	Favorable
4	Neutral
3	Unfavorable
2	Very unfavorable
1	Extremely unfavorable

Osgood, through analysis of scales, has categorized them according to their "weighting" on specific factors. Three categories predominate and comprise the majority of scales or sets of adjectives. These are Evaluative, Potency, and Activity. Example scales for these factors are: good - bad (evaluative), strong - weak (potency), and fast - slow (activity). All three types derive a measure of attitude, but as suggested by the examples each factor or category implies a different facet of attitude.

No specific scale measures exclusively one factor. Usually, however, they express one factor more heavily than others. Osgood says they are "weighted" or "loaded" in respect to a particular factor. For example, the scale "fast - slow" is loaded toward activity, but also connotes evaluative and potency facets of attitude. "Good - bad" on the other hand, is heavily weighted toward the evaluative aspect of attitude but does include a measurement of potency and activity.

Regarding the measurement of attitude, Osgood states, "If we are careful to select as our evaluative scales those which maintain high and pure loading on the evaluative factor regardless of the concept being judged, it is possible that (such) high correlations with standard attitude measuring instruments would be obtained regularly." It must be pointed out that this statement is made with reference to general attitude measurement and with the formulation of master scales and tests in mind. Osgood advises further, that in practice scales representing other factors are usually included to obscure the purpose of measurement and to provide additional information on the concept as a whole, aside from attitude.

Employing three semantic dimensions is substantiated in the work of Friedman and Gladden who measured social role concepts. Eight social roles such as mother, father, me, etc. were tested on a standard 25 - item SD. Each of the semantic factors significantly differentiated the eight roles, indicating that the three semantic dimensions provide greater precision in measurement than only an attitudinal or evaluative dimension.

For this study, consideration of the subjects to be tested influenced using SD and the construction of scales. Yasumasa, Tadasu, and Osgood investigated SD in cross-cultural conditions. With both American and Japanese subjects (using translated scales) the three most salient factors evidenced in concept meaning were evaluative, potency, and activity. Adaptability and success of SD in sub-culture research has been established. A study of deliquents and their values by Gordon proved the effectiveness of SD. Negroes comprised a portion of this population.

To draft our SD test "understandability" of the scales by the subjects was a prime concern. Consideration of the educational and socio-economic level of respondents was important. While attempting to select scales which would be simple enough for their comprehension, and which would fall within current teenage usage, it was decided to not drop into the population's vernacular. For one reason, the investigators' interpretation of such jargon might prove too "square" and appropriate matching with concepts would not be realized. More important, observation by High John librarians indicated that the vernacular varies not only between sexes but among individuals. Although levels of literacy vary, all subjects have had some exposure to common language terms at school. The scales chosen, therefore, comprise relatively simple and common words, appropriate to the teenage dialect. Included in the bibliography are those sources which were reviewed and utilized in determining the test scales.

The scales used in this study are given in Appendix 1. A total of nine were presented for rating of each concept. The same nine were used with all concepts. Three scales from each factorial category were employed. These are indicated as E, P, and A, for Evaluative, Potency, and Activity, respectively. Those scales marked with an asterisk (*) were reversed, i.e. the negative pole of the scale was listed first. This obscures familiarization with the test pattern by the respondent and helps negate a halo effect should he attempt to score all scales at the positive end.

Ten concepts, randomly ordered as follows, were presented to the subjects for rating: "Books and Reading", "Being disciplined or Kicked Out", "Study and Homework", "Public Librarians", "High John", "High John Librarians", "School Librarians", "Films", "Games", "Meeting and Talking with Friends".

The SD "test" was administered in small groups of about five people and always by the same researcher. Instructions were carefully explained drawing examples from the test itself. The purpose of the test was explained, stressing the fact that there were no right or wrong answers, that the test had to do with attitudes and preferences and not with intelligence.

RESULTS

Raw data obtained is summarized in three groups - whole group, boys, and girls. For each concept measured an average score is given based on the total of thirty-four subjects - twenty-two boys and twelve girls. Average scores are also given for the three types of scales used, i.e. Evaluative, Potency, and Activity. (See Appendix II)

Since each concept was rated on 9 seven-point scales, the possible range of scores is from 9 to 63. For each of the different factor categories, the possible range of scores is from 3 to 21. To interpret these number scores into verbal levels of attitude, as indicated earlier, multiples of 9 are used. For example, "extremely favorable" represents any score from 55 to 63; a "neutral" attitude would vary between 28 and 36 while "extremely unfavorable" derives from any score of 3 to 9. Verbal levels indicative of the scores are also given in Appendix II.

It will be noted there is little variation in scores for the three different types of scales for any particular concept. When viewing the concept "Public Librarians", for example, the average of the whole group sets evaluative scales at 17, potency at 14, and activity at 15. The boys as a group rate the same concept 17, 15, and 15 respectively, while girls scored 17, 14, and 14. The subjects, therefore, do not see the characteristics of potency or activity as outstanding traits in any of the concepts measured. No additional information on the concepts, aside from attitude, was therefore attained. This is possibly due, in part, to such a variety of concepts being tested on the same scales. For purposes of further analysis, the averages based on totals from all nine scales are used.

The concepts in preferential order, according to the attitudes of the patrons, are listed in Table 1 (next page). The fact that all concepts received a "favorable" or "very favorable" rating is not so surprising when the homogeneity of the sampling is

TABLE 1

CONCEPTS IN PREFERENTIAL ORDER ACCORDING TO WHOLE GROUP		
Concept	Score	Attitude Level
HIGH JOHN	48	VERY FAVORABLE
FILMS	47	
HIGH JOHN LIBRARIANS	46	
PUBLIC LIBRARIANS	46	
BOOKS/READING	45	FAVORABLE
GAMES	45	
FRIENDS	45	
STUDY/HOMEWORK	42	
SCHOOL LIBRARIANS	41	
DISCIPLINE	38	

considered. A large proportion (70%) of these boys and girls frequent High John almost daily. Most are students on summer vacation and will be returning to school in the fall. Because the neighborhood offers few places "to go" and few play areas, High John with its recreational facilities and entertainment provides a welcome outlet for these teenagers. It appears to be well liked. As a group, therefore, these patrons expressed no neutral or negative attitudes toward High John as an entity.

The range of individual scores for each concept is shown in Appendis III. The reader will notice that both minimum possible and maximum possible scores have been assigned by subjects. This would indicate that in spite of a certain homogeneity within the group, there are marked individual differences of personality and attitude.

The very favorable attitude expressed towards the concept High John by this group suggests a study using a wider population, and encompassing those who visit the library less frequently and those who did not return after a few visits, would reveal different and interesting findings. The first hypothesis proposed by the investigators, "That the patrons' overall perception of High John will be highly favorable," is upheld by the findings.

It should be noted that the greatest difference of score between any two concepts is 3. The relative position of the different concepts then, or the degree of favorable attitude with which they are viewed, is slight. While this limits interpretation, some interesting findings are evident.

The concept of "Discipline or Being Kicked Out" although rated with a Favorable attitude is viewed as the least desirable facet of the High John system. The latter point is an expected finding. But why should these teenagers see such disciplinary action as favorable at all? Perhaps they associate High John with traditional libraries and therefore expect and desire the conventional "quiet" and subdued behavior long established as criteria of deportment. This "summer" group of teenagers does not necessarily reflect the population as it existed throughout the school year. It was suggested that the more aggressive individuals and possible "trouble makers" had found summer jobs or, with more time available, have diversified their activities into areas further removed from home. Since the sample expressed an interest in High John and a strong liking for it as an institution, the condemnation of peers who disregard "accepted" behavior patterns is consisted with this view of discipline.

For a broader interpretation of results, Table II (below) presents a comparison of the attitudes of boys and girls with the whole group. The most significant feature is in relation to the

Table II CONCEPTS IN PREFERENTIAL ORDER

	WHOLE GROUP		BOYS		GIRLS	
VERY FAVORABLE	High John	48	High John	50	Books/Reading	49
	Films	47	High John Librarians	48	Study/Homework	48
	High John Librarians	46	Films	48	Games	46
	Public Librarians	46	Public Librarians	47		
			Friends	46		
FAVORABLE	Books/Reading	45	Games	44	Films	45
	Games	45	Books/Reading	43	Public Librarians	45
	Friends	45	School Librarians	42	High John	43
	Study/Homework	42	Study/Homework	39	High John Librarians	43
	School Librarians	41	Discipline	38	Friends	43
	Discipline	38			School Librarians	39
					Discipline	38

concept High John. For the boys it is the most highly rated concept while girls see it only as favorable. However, four of the five concepts which the girls view more favorably than High John are facilities offered them through High John, namely books and reading, study and homework, games, and films. What is the reason for this difference of attitude toward High John between the sexes? A prime objective of the High John staff was to attract patrons, especially youth, and as a result more emphasis was placed on recreational features than on traditional services. The effort has certainly proved worthwhile for boys when the ratio of boys to girls in the sampling and population is noted. Approval of High John by the boys accentuates this fact. Girls express their most favorable attitudes toward books and reading, and study and homework. Could it be that this interest in traditional services, which was not "pushed" by High John, accounts for girls relegating the High John concept to a lower level than boys? If so, this might also be the reason that public librarians, with fewer recreational services to offer their patrons, are viewed more favorably than High John by the girls. The findings suggest further research is necessary in this area in order to get a better understanding.

The hypothesis "That the patrons will view High John librarians more favorably than school librarians, and both these groups more favorably than public librarians", is disputed in the results. Table III (below) indicates the esteem with which the three types of librarians are held. That the whole group and boys place High John librarians first is consistent with their rating the concept High John above all others. The staff of High John consists primarily of women. The relationship between female teenagers and female authority figures will necessarily be different than that of male teenagers. This fact alone, however, does not explain the difference in attitude between the sexes. Otherwise, why should public librarians, the majority of whom are female, rate above High John librarians? Other variables, requiring further investigation, must be included in this situation. School librarians as well as being the least favorable in the minds of the patrons are assigned to next-to-last position of all concepts tested by the whole group and by girls. Boys place them only above discipline and study and homework. Could this be characteristic of a general attitude towards school or school libraries? Would different results have occured had the test been administered during the school year?

Table III

RANKING OF THREE TYPES OF LIBRARIANS BY HIGH JOHN PATRONS

WHOLE GROUP	BOYS	GIRLS
HIGH JOHN LIBRARIANS	HIGH JOHN LIBRARIANS	PUBLIC LIBRARIANS
PUBLIC LIBRARIANS	PUBLIC LIBRARIANS	HIGH JOHN LIBRARIANS
SCHOOL LIBRARIANS	SCHOOL LIBRARIANS	SCHOOL LIBRARIANS

A dichotomy is exposed when the results are analysed in relation to the third hypothesis: "That the traditional library services will be less appealing than those of High John which offer recreational and socializing benefits." As Table IV (below) indicates, boys uphold the assumption but the girls are not. Books and Reading, Study and Homework are the most appealing service offered by High John according to the girls and are their most highly rated concepts of the ten. This is perhaps not so surprising when we consider that girls at this age generally are more interested and expend more effort in school related activities. Confirming this interpretation it will be noted that boys see the two traditional-type services only as favorable and combined with school librarians and discipline they comprise the lowest four concepts, attitude-wise.

TRADITIONAL AND RECREATIONAL FACILITIES IN ORDER OF
PREFERENCE AS VIEWED BY HIGH JOHN PATRONS

FILMS (47)	FILMS (48)	BOOKS/READING (49)
GAMES (45)	FRIENDS (46)	STUDY/HOMEWORK (48)
FRIENDS (45)	GAMES (44)	GAMES (46)
BOOKS/READING (45)	BOOKS/READING (43)	FILMS (45)
STUDY/HOMEWORK (42)	STUDY/HOMEWORK (39)	FRIENDS (43)

It is interesting that boys rate films above games and girls reverse the order of preference. One of the main activities at High John is a chess club made up mostly of boys; yet they see games only as favorable. However, the dances at High John doubtless appealed more to the girls and in part could account for their terming games very favorable. Also, many boys at this age are more attracted to physical games or sports and possibly did not see this concept as an exciting feature of High John.

"Meeting and Talking with Friends" appeals more to boys than to girls. The latter group places it in third-to-last position of all concepts. It is known that few "hang-outs" are available to teenagers of this community. The need for "gang" or large group communion is stronger in boys than girls. Girls tend to compensate by having smaller groups of closer friends, and often meet at individuals' homes. High John has provided boys with a meeting place.

Looking at the whole group's reaction to these traditional and recreational facilities, we see a balancing of the dichotomy. Films get top billing; "study and homework" comes in last. The mid position is shared equally by friends, games, and books and reading.

The same findings are relevant to the last hypothesis proposed in this study - "That for most, High John does not fulfill the need of a library but rather that of a recreational center." It would appear that for girls the "library" features of High John are most appealing, while for boys the recreational opportunities are drawing cards. The marked separation between attitudes of the two sexes reflects a diversity of interests. It suggests that to attract patrons of this 'teenage group', the difference in interests of boys and girls is an important consideration.

From the results of the study one thing stands out above all others. Measured by the population of this study, High John is a success. As an entity it is viewed very favorably. None of its parts or functions are seen as less than favorable. These optimistic results, unfortunately, pose further questions about High John. We know that many teenagers do not use High John. Why? How could they be reached? Further research is necessary to obtain a comprehensive picture of the relationship between High John and Fairmount Heights teenage population.

APPENDIX I

STUDY AND HOMEWORK

(Example Concept)

(E) good ___:___:___:___:___:___:___ bad

(A)* slow ___:___:___:___:___:___:___ fast

(A) sharp ___:___:___:___:___:___:___ dull

(E)* unpleasant___:___:___:___:___:___:___ pleasant

(P) strong ___:___:___:___:___:___:___ weak

(A)* cold ___:___:___:___:___:___:___ hot

(P)**small ___:___:___:___:___:___:___ large

(E)* dumb ___:___:___:___:___:___:___ smart

(P) hard ___:___:___:___:___:___:___ soft

APPENDIX II

RAW DATA TABULATION

CONCEPTS	WHOLE GROUP					BOYS					GIRLS			
	E	P	A	T	V	F	P	A	T	V	E	P	A	T
HIGH JOHN	18	14	16	48	VF	19	15	16	50	VF	16	12	15	43
HIGH JOHN LIBRARIANS	17	14	15	46	VF	18	14	16	48	VF	16	13	14	43
PUBLIC LIBRARIANS	17	14	15	46	VF	17	15	15	47	VF	17	14	14	45
SCHOOL LIBRARIANS	14	14	13	41	F	14	14	14	42	F	14	14	11	39
BOOKS/ READING	17	13	15	45	F	16	13	14	43	F	19	15	15	49
STUDY/ HOMEWORK	15	13	14	42	F	14	12	13	39	F	17	15	16	48
FILMS	18	15	14	47	VF	18	15	15	48	VF	17	14	14	45
GAMES	17	13	15	45	F	17	13	14	44	F	18	13	15	46
MEETING/TALKING WITH FRIENDS	17	13	15	45	F	17	14	15	46	VF	16	12	15	43
DISCIPLINE/BEING KICKED OUT	13	13	12	38	F	13	12	13	38	F	14	12	12	38
Maximum Score	21	21	21	63		21	21	21	63		21	21	21	63

Verbal scores:

63	54	45	36	27	18	9	0
Extremely Favorable	Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable	Extremely Unfavorable	

APPENDIX III

VARIATION OF INDIVIDUAL SCORES COMPARED WITH GROUP AVERAGES

CONCEPT	WHOLE GROUP		BOYS		GIRLS	
	Aver.	Range	Aver.	Range	Aver.	Range
HIGH JOHN	48	15-63	50	39-63	43	15-57
HIGH JOHN LIBRARIANS	46	14-63	48	24-63	43	14-59
PUBLIC LIBRARIANS	46	19-63	47	19-63	45	27-57
SCHOOL LIBRARIANS	41	15-63	42	15-63	39	18-60
BOOKS/READING	45	30-63	43	30-63	49	38-63
STUDY/HOMEWORK	42	19-63	39	19-63	48	27-63
FILMS	47	18-63	48	32-63	45	18-60
GAMES	45	10-63	44	10-63	46	36-59
FRIENDS	45	9-63	46	9-63	43	15-53
DISCIPLINE	38	9-63	38	9-63	38	16-56

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